DOCUMENT RESUME

ED 115 290 IR 002 839

AUTHOR Chakrabarti, Ajit Kumar
TITLE Collecting Information for the Identification of Various Ethnic Groups in Toledo, Ohio.
INSTITUTION Toledo Univ., Ohio. Dept. of Library and Information Services.
PUB DATE Aug 74
NOTE 176p.; Master's Thesis, University of Toledo

EDRS PRICE MF-$0.76 HC-$9.51 Plus Postage
DESCRIPTORS *Community Surveys; *Data Collection; *Ethnic Distribution; *Ethnic Groups; Local History; Masters Theses
IDENTIFIERS *International Institute of Greater Toledo; Ohio (Toledo)

ABSTRACT

A study of the ethnic composition of Toledo, Ohio, was conducted which consisted of four elements: (1) a statement of the importance of studying the ethnic composition of a community; (2) a summary of the sources of literature that is germane to such a study; (3) a summary of the problems encountered in the data collection process; and (4) an overview of the ethnic composition of Toledo. Ethnic groups were examined according to their residential distribution, cultural patterns, and retention of their native language. Included in the appendix is a description of the objectives and functions of the International Institute of Greater Toledo. (EMH)

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ED115290

A Thesis

entitled

COLLECTING INFORMATION FOR THE IDENTIFICATION OF VARIOUS ETHNIC GROUPS IN TOLEDO, OHIO

by

AJIT KUMAR CHAKRABARTI

As partial fulfillment of the requirements of the
Master of Arts Degree in Library and
Information Services

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Terence Crowley

(Dr. Terence Crowley, Adviser)

(Dean of the Graduate School)

The University of Toledo
Toledo, Ohio
August, 1974

IR 002 839

PREFACE

The purpose of this thesis is to explore sources of information for future studies, that is, to help researchers who are interested in ethnic heritage studies. The paper is not based on a sociological, anthropological or ethnological research work; it is an attempt at locating sources of information for the identification of the ethnic groups of Toledo, Ohio. Special permission was received from the International Institute of Greater Toledo, Inc., to identify and contact presidents of ethnic associations.

ACKNOWLEDGMENT

The writer owes a genuine debt of gratitude to the following members of his thesis committee :

Dr. Terence Crowley, Associate Professor, Department of Library and Information Services, who has directed the writer throughout the research project and also guided him in writing the thesis. Without his very effective and systematic supervision, the writer would not be able to complete the work in time.

Dr. Miles Martin Jr., Professor and Chairman, Department of Library and Information Services, who has not only given the writer an opportunity to study a new and exciting curriculum but also encouraged him sympathetically with moral and financial support. The outline of the thesis has been prepared according to Dr. Martin's viewpoint.

Dr. Eugene Franckowiak, Assistant Professor, Department of Geography, who has supplied map and other necessary information for the project.

Mr. Angelo Wallace, Instructor, Department of Library and Information Services, who has provided valuable information for the project.

Miss Charmian Risegari, Executive Director, International Institute of Greater Toledo, Inc., who has permitted the writer to work as an intern in her organization and supplied him much useful material for the project.

Lastly, the writer wishes to thank those individuals and authorities of the various ethnic associations of Toledo, the university libraries of Toledo and Bowling Green as well as the Toledo-Lucas County Public Library and the governmental or private agencies who provided much valuable material directly or indirectly for the project.

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I. INTRODUCTION

Before beginning, the writer would like to discuss the functions of a Community Information Specialist.

The role of a Community Information Specialist is different from that of the traditional librarian. The traditional librarian is principally concerned with the materials within the walls of his library. When inqueries are made, he attempts to respond principally with information or material already collected, organized and stored within the institution. But, the Community Information Specialist is not concerned with materials available only inside the library; he looks for all sources of information. His main job is to find out where and how information is collected, stored and disseminated regardless of source or form. Thus, he must look inside and outside the library to identify and collect information. He should know the world outside the library - the surrounding

social environment of which it is only a part. The world outside of the library includes the community, its different people and various social agencies or organizations, public and private, profit-making or non-profit.

The Community Information Specialist program has been introduced at the University of Toledo in September, 1972; it is designed to adapt the knowledge and skills of librarianship to the information needs of community organizations with special emphasis on field experience. The student, after admission, generally works two full quarters on the theory and practice of how information is identified, acquired, stored, retrieved and disseminated in society. Sometime, during the second quarter, the student volunteers his services to a community organization for from six to eighteen hours per week and begins providing an information service. The third quarter is spent on an internship. Organizations hire Community Information Specialist interns to provide information services. The student's fourth quarter is spent back at the university writing a master's thesis. The thesis is intended to be an analysis of the information

environment in which he did his internship with a view towards providing a guide to any scholar who wishes to work in that environment and towards the development of additional services or facilities.

The internship is very important for at least two reasons : 1) it enables the student to acquire practical experience, and 2) it gives the various social agencies or organizations an opportunity to solve some of their problems using the talents of the intern.

Internship models or experiences

Compiling a comprehensive bibliography on market characteristics and economic conditions on 15 Asia-Pacific countries.

Organizing a collection of documents relating to planning and urban studies.

Compiling a guide to sources of information on Mental Health in Toledo.

Acting as facilitator and resource person for a neighborhood citizens group interested in funding and planning a new branch library.

One of the jobs of the interns is to locate the sources of information for the various researchers who

are interested in data for their research or particular issues. The intern does not necessarily complete the research according to the sociological or anthropological point of view because he is neither a Sociologist nor an Anthropologist. His main functions are : 1) to find out the sources of information in regard to the project for the investigators, and 2) to analyze the problems which he had to face during the collection of data for the project from the sources of information.

The internship project of the writer was centered on the subject of the ethnic identification.

Importance of the ethnic identification

The whole history of the peopling of the United States of America has been one of immigration. Long before the Europeans began immigrating to this country, the ancestors of American-Indians crossed the land bridge from Asia to what is now Alaska. This was, probably, the first wave of immigration, but we have no good records of it since it was not recorded. However, from the recorded history one would find that almost

every race and nationality of the world[1] with their diverse cultural backgrounds has come to settle this country from time to time and each has made a contribution to its history and culture, industry and agriculture.

In the past, the historians and social scientists[2] have emphasized on the assimilation of the various people ("melting pot")[3] - whereby persons from every background would join together in one harmonized, homogeneous American culture. But, in recent years, increasing attention has been directed by some educators, social scientists and politicians towards

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[1] See Table A, Appendix I, page 69.

[2] Congressional Record. Proceedings and Debates of the 92nd Congress. First Session. Washington. Monday 25, 1971, Vol.117, No.3.

[3] "Melting pot" theory, a catchy name, used in 1909 by Israel Zangwill for the title and theme of a play (The Melting Pot. New York, Macmillan, 1909), became a most used (and abused) popular phrase in the U.S. The theory proposes to solve the plurality of cultures by confusing all of them until they will all disappear in a new amalgamated common denominator; the policies and attitudes propagated under the banner of this theory brought great cultural losses for both the immigrants and the surrounding society. (The Cultural Impoverishment of Immigrants. Kazimierz J. Olejarczyk. Ethnic Groups in the City : Culture, Institutions and Power. Otto Feinstein, ed. Mass., 1971).

the subject of ethnic identification in American society. These critics have strongly argued that some ethnic groups have been maintaining some of their traditional traits and, therefore, too much credence has been put in the process of assimilation of people ("melting pot").[4] As a result, the American people have lost a sense of identity and many of them are now in a fluid state with few community ties and a lack of any firm roots to provide stability for their lives. What was seen as the opportunity for unlimited growth, has instead resulted in insecurity and a loss of the important values of community, identity, tradition and family solidarity. The critics feel that the focus of the American dream is no longer the "melting pot" (mixture of the people), but should be "E Pluribus Unum," one out of many. They think that rather than ignoring the many ethnic and traditional differences of all Americans, it is time to emphasize them and combine the strengths of all ethnic groups - to have these groups work together to build a better society and bring harmony to all people. According to them, greater study, awareness and application of ethnic traditions and cultural activities

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[4] See Appendix I, pp. 79.

can help to increase personal identity and stability which is lacking among so many people today.[5]

Importance of ethnic heritage studies

Ethnic study is a key educational resource to aid all people in understanding themselves and each other, to help break down barriers of tansion and misunderstanding that prevent groups of people in the communities from working together on common problems.[6] A Bill creating Ethnic Heritage Studies Centers is designed to help bridge the gaps of misunderstanding between people by fostering the study of ethnic history and culture.[7] The purpose of the Ethnic Heritage Studies Centers is to help provide focal points and national coordination for the study of different ethnic, racial and cultural groups. It focuses on the creation of regional centers, utilizing colleges, universities, civic groups, existing ethnic organizations and any other community resources in that region, which will foster the study of the history, traditions and cultures

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[5] See Appendix I, pp.82-83.

[6] Congressional Record. Proceedings and Debates of the 92nd Congress. Second Session, Washington, Tuesday, October 17, 1972, Vol.118, No.168.

[7] See Appendix I, pp.84.

of the various ethnic groups within that region.

The International Institute of Greater Toledo, Inc.

The International Institute has been trying to obtain information for the identification of various ethnic groups in Toledo. It is one of the member agencies of the American Council for Nationalities Services (ACNS).[8] It has the task of helping both immigrants and non-immigrants in their problems of adjustment in the community and in sharing with their fellow human beings a different ethnic culture and history. It is a non-profit organization and supported by the Community Chest for 75 per cent of its budget, the balance to be raised by itself.[9] Some of its objectives are : 1) to provide assistance and counseling to people seeking help for problems relating to citizenship and immigration; 2) to promote intergroup communication and understanding across ethnic and racial lines; 3) to help bridge the gap between "foreignness" and "acceptance" of the newly arrived foreign-borns and ease them into a better social adjustment in the community; 4) to serve requests for

[8] For details about ACNS, see Appendix II, pp. 129-136.
[9] For 1973 Budget Statement, see Appendix II, pp.137-138.

supplemental assistance precipitated by language barriers. This includes court interpreting, hospital assistance, translation of official documents and visitor assistance.[10]

The internship project was negotiated with the Executive Director of the International Institute. The project was planned to determine the sources of data for the identification of various ethnic groups in Toledo, Ohio, in the following categories :

I. The total population of each group.

II. The neighborhoods where these groups live in greatest density.

III. Some of the characteristics maintained by these groups, for example -

A. the frequency with which ethnic foods are served;

B. the frequency with which native language is spoken at homes;

C. the capabilities of the children to speak, read and write the native language;

D. the possibility of getting lessons in the national languages at the community schools; and

E. the observances of the national/religious festivals by each group.

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[10] For more details about the International Institute of Greater Toledo, Inc., see Appendix II, pp. 126-128.

Chapter II reveals a description of sources, in general, for locating books and periodical articles written by scholars on the subject of "ethnic" groups.

Chapter III analyzes the sources of information and methodology adopted for the internship project. This chapter is also important for the analysis of the problems which the writer had to face at the time of collecting his data.

Chapter IV describes the outcome of the project and concludes with suggestions for the future interns who are interested to work on a similar research work.

Appendix I reveals a detailed description of the internship project : the data; lists of Tables and Figures; Maps; covering letter and questionnaire.

Appendix II lists the objectives and functions of the International Institute of Greater Toledo, Inc.; its budget statement (1973), staffs and board of directors; the functions of the American Council for Nationalities Services (ACNS); Ethnic Heritage Studies Centers Bill (H.R. 14910); activities of other member agencies of the ACNS; some sample clippings as found

from the Toledo-Lucas County Public Library.

Appendix III lists national/religious festivals celebrated in different States in India along with some samples of figures showing the different participants worn their usual costumes.

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II. LITERATURE SEARCH

Generally speaking, any study must include a search of published literature to see what has already been accomplished. The search may be comprehensive or cursory; limited or unlimited in time, language or format; confined to readily available sources or inclusive of obscure, hard-to-find publications. The searcher may be a doctoral candidate, a journalist preparing to write a story, or a school boy writing an assigned paper. But, in any case, some kind of search is made for published items which bear on the subject.

Searches for information on a local topic must rely much more heavily on non-traditional, difficult-to-find local resources because of the lack of national interest and the possibility to commercial profit from the distribution and sale of the information. In some smaller cities it is unlikely that any studies have been done, so that the standard trade bibliographies are not useful, and that the only data available will be that collected by the U.S. Bureau of the Census.

With regard to the present search, the leterature bearing directly on Toledo ethnic population comes from a variety of sources. There are a few "trade books" published and distributed by nationally known publishers. There are also a few locally produced and distributed reports for and by planning agencies which include ethnic information. A few unpublished academic works, i.e., masters theses are also available at local or regional schools.

A. Trade books - To locate these books (in print) one would look in sources such as Subject Guide to Books in Print (New York, R.R. Bowker Co.). It is a re-arranging of most of the titles and authors in Books in Print by subject. As regards the ethnic groups, the following headings should be checked - Ethnic attitudes, Ethnic groups, Ethnic psychology, Ethnic revivals (Nativistic movement), Ethnic types, Native races/nativism.

Sample entries

Ethnic attitudes

Weed, Perry L. The White Ethnic Movement and Ethnic Politics. New York, Praeger, 1972.

Ethnic types

Enloe, Cynthia. Ethnic Conflict and Political Development : an analytic study. Boston, Little, 1973.

Cumulative Book Index. New York, Wilson - It is an author, title and subject index. Books are entered in one alphabet by author and editor and under many subjects. In regard to the ethnic groups, the following headings should be checked : Ethnopsychology; Ethnocentrism; National Characteristics - America; United States - social life and customs; United States - civilization.

Sample entries

Ethnopsychology

Lambert, W. E. and Klineberg, O. Children's Views of Foreign Peoples. Appleton, 1967.

Levy-Bruhl, L. How Natives Think. Simon and Schuster. 1966.

National characteristics - America

Boorstin, D. J. The Americans. Vintage, 1967.

American Book Publishing Record (ABPR). N.Y., R.R. Bowker Co. - it is a cumulation of "Weekly Record" section normally called the BPR (Book Publishing Record); the four or five issues of the WR (Weekly Record) is called the BPR. Once a month it classifies WR by Dewey and adds a title, author and subject index. In regard to the "ethnic" groups, the subject index should be consulted under such headings and subheadings, e.g., Ethnology 572; Race Problems 301.45; Minority Groups 301.45.

Sample entries

Minority groups 301.45

Ethnic groups 301451
Indigenous and nonindigenous

Huthmacher, J. Joseph. A Nation of Newcomers : ethnic minorities in American history. New York, Dell, 1967. 125p. illus. 18cm. Bibl.

Gonzaliz, Nancie L. The Spanish Americans of New Mexico : a distinctive heritage. Los Angeles, UCLA, 1967. xi, 149p. 28cm.

The National Union Catalog. Library of Congress. Books : Subjects (A cumulative list of works represented by Library of Congress printed cards). These series form an indispensable aid for verifying references and for locating works not available in the local library and which may frequently be borrowed on interlibrary loan from the Library of Congress or some other library. As regards "ethnic" groups, the following headings may be checked : Ethnic groups (Minorities : race problems); Ethnic psychology (Ethnopsychology); Ethnic revivals (Nativistic movements); Ethnic types.

Sample entries

Ethnopsychology

Culture conflict; National characteristics; Race identity; Race awareness; Social psychology; also subdivision Psychology under names of races and other ethnic groups.

Alland, Alexander, 1931 -. Human Diversity. New York, Columbia University Press, 1971.

B. Locally produced and distributed reports - These will often be a primary source of information on local ethnic groups. Unfortunately, there is no virtually

bibliographic control of these reports, and only occasionally will they appear in the national bibliographies. They must be searched out in the local public academic and special libraries of the city, and in many cases, by calling or writing local agencies likely to have an interest in ethnic populations. Agencies will be of several types.

Perhaps the most likely agencies are these governmental and quasi-governmental groups most concerned with planning for future developments. Local examples would be the Toledo-Lucas County Plan Commissions, Toledo Metropolitan Area Council of Governments and the Health Planning Association of Northwest Ohio. A second group of governmental and public agencies are those providing social and other services where a knowledge of ethnic influence may be a factor. This might include the Economic Opportunity Planning Association of Greater Toledo, Toledo Regional Area Plan for Action, Toledo-Lucas County Criminal Justice Regional Planning Unit and Toledo-Lucas County Health Department. A third category includes primarily private agencies with an identifiable ethnic interest such as the national ethnic churches and the ethnic organizations

which are affiliated with the International Institute of Greater Toledo, Inc., itself.

Samples

A Statistical Profile of the City of Toledo : 1970 Census analysis. Toledo-Lucas County Plan Commissions (445 Huron, Toledo, Ohio) and the U.S. Bureau of the Census, Washington D.C.

A Population Projection for the Toledo Regional Area : Regional Report. Toledo Regional Area Plan for Action, December 1965.

C. Theses - Comprehensive Dissertation Index (1861-1972) prepared by the members of several departments at Xerox University Microfilms, Ann Arbor, Michigan. In the present 37 volumes and forthcoming supplements of CDI, the researcher will find virtually all of the dissertations accepted for academic doctoral degrees (not professional or honorary) granted by United States educational institutions. Some dissertations accepted by foreigh universities are also included. In all, more than 417,000 dissertations are listed in this cumulation. As regards the "ethnic"

studies, the volume of Social Sciences (subject headings - Sociology; Social Work; Anthropology) should be checked.

Sample entry

Sociology
Ethnic

Urban Ethnic Organizing - Reidy, Daniel Francis (Ph.D. 1972, University of Pittsburgh) x 1972, p.341.

D Dissertation Abstracts International - The largest data source for CDI, and the standard source of abstracts for most dissertation is DAI (Dissertation Abstracts International). These are available for individual countries and also for special subject fields. It is divided into two sections : Humanity and the Sciences. Each issue includes a key work title index which cumulates annually. Abstracts are arranged under subject headings. As regards the "ethnic" studies, the following areas should be consulted : Sociology; Social Work; Anthropology; Social Psychology; History; Political Science.

Most university libraries maintain typed card or

paper lists of locally produced masters and doctoral theses.

D. Periodicals - There are many important articles written on the ethnic populations by various writers. To locate these articles one would search the followings.

Readers' Guide to Periodical Literature - Author and subject entries are given in one alphabet and each entry gives all the necessary information for finding the article : author, title, name of periodical, volume number, paging and date. In regard to the ethnic studies, these headings should be checked : Ethnic attitudes; Ethnic dances; Ethnic minorities (Races); Ethnology; Ethnic types; Ethnopsychology.

Sample entries

Ethnic differences (Ethnopsychology)

Is White Racism the Problem ? M. Friedman. Commentary 47:61-5 Ja '69.

Patterns Hamper Children : Cultural Differences and Consequences for Education. Science N 93:555 Je 8 '68.

Public Affairs Information Service (Bulletin) - It is published weekly and cumulated at intervals until annual volumes are formed; this is a subject index to periodicals, pamphlets, documents, society publications, a few yearbooks relating to economic public administration, international affairs. In regard to the ethnic studies, the following headings should be verified : Ethnic groups (also under the name of the different countries, for example, Alaska, China, Burma, U.S.A.).

Sample entries

Ethnic groups (U.S.A.)

Socioeconomic differentials among nonwhite races (comparative trends in population, regional distribution, educational status, occupational grouping, median income; continental United States, 1960). Calvin F. Schmid and Charles E. Nobbe. tables, charts, maps. Am. Social. R. 30:909-22 D'65.

Williams, Robin M. Jr. Strangers Next Door : ethnic relations in American communities; in collaboration with John P. Dean and Edward A. Suchman; and containing adaptations of contributions from Lois R. Dean and others. '64 xiv + 434p tables (Prentice-Hall Sociol. ser.) (Attitudes and behavior involved in relations among racial, ethnic and religions grouppings).

Sociological Abstracts - It is arranged by 21 large classes and frequently helpful for recent materials. As regards the "ethnic" groups, the following headings are useful : Ethnic; Ethnicity; Ethno- (bias; centrism; graphic data or graphers); Ethnology. These could be located in the subject index.

Sample entries

Ethnic

Catholic Immigrant groups - 10 : B8368

Gleason, P. Immigration and American Catholic Intellectual Life. R. Polit., 1964, 2, 26, April, 147-173.

French Canadian group in U.S. - 19 : B8602

Bouvier, Leon F. (University of Scranton, Pa), LA STRATIFICATION SOCIALE DU GROUPE ETHNIQUE CANADIEN-FRANCAIS AUX ETATS-UNIS (Social Stratification of the French-Canadian Ethnic Group in the United States), Rech. Sociograph., 1964, 5, 3, Sep.-Dec., 371-379.

Social Sciences and Humanities Index - It has limited to its scope to periodicals in the social sciences and humanities of which some 215 titles are indexed (published in U.S.A.). It is an author, subject

index. In regard to the study of "ethnic" groups, these headings should be checked : Ethnic attitudes (Race attitudes); Ethnic types (Race); Ethnocentrism; Ethnic minorities; Ethnography (Ethnology); Ethnology and Anthropology; Ethnomethodology (Sociology methodology); Ethnopsychology; Assimilation; Acculturation; Culture diffusion.

Sample entries

Ethnic minorities

Class and ethnic tensions : minority group leadership in transition. S. Leventman. Sociol. and Soc. Res. 50:371-6, April 1966.

Assimilation

Sources of satisfaction and assimilation among Italian immigrants. J. Heiss. bibliog Human Relations 19: '65-77 May 1966.

E. Government Publications - The U.S. government publishes a number of very important items covering almost all subject areas which are the result of the research of the various government departments and agencies. To locate the publications, one would look in sources such as Monthly Catalog of United States

Government Publications (U.S. Superintendent of Documents). It is the most comprehensive list of government publications (bills, reports, documents) currently issued. Author and subject index are included in each issue. Entries are under subjects or titles. As regards the "ethnic" groups, the following headings should be checked in the index : Ethnic types; Ethnology.

Sample entry

Ethnic types

Bibliography on ethnicity and ethnic groups. compiled and edited by Richard Kolm. (1973), vii + (1) + 250, DHEW publication (HSM) 73-9009; Center for Studies of Metropolitan Problems (Prepared in partial completion of contract NIH-71-753).

Subject Guide to Major U.S. Government Publications (Chicago, Am. Lib. Assoc.) - A list often with notes, of titles. Emphasis is given on popular everyday topics. An alphabetical subject listing of selected government publications. As regards the "ethnic" groups, the Immigration heading is important.

Sample entries

Immigration

Historical Statistics of the United States. Colonial Times to 1957 (Bureau of the Census, 1960. C3. 134/2 : H62/957) Chapter C : International migration and

naturalization.

Whom We Shall Welcome : report 1953. 319p., map. President's Commission on Immigration and Naturalization. Pr 33.18:R29. Philip B. Perlman, Chairman.

The Immigration and Naturalization Systems of the United States. 1950. 925p., map, tables (81st Cong., 2d. Sess. Senate Report 1515) Congress. Senate Committee on the Judiciary. Serial 11373.

F. Newspapers - These are frequently supply very useful data, for example, from the circulation figure of a newspaper, one would have opportunity to estimate a particular population size in the city as well as the people's interest for the language in which the newspaper is printed. To collect these information, one would look in sources such as, Ayer Directory of Newspapers and Periodicals (Philadelphia, Ayer). This comprehensive annual directory includes newspapers and magazines published in United States of America and in Canada, Bermuda, Panama and the Philipines. The arrangement is geographical first by state and then by city, town with an alphabetical index. For each newspaper or periodical included, information is given as to name, frequency of issue, price, circulation, editors. It is subject approach : Agriculture; Population; Income; Manufacturing; Commercial Airways; Railroads.

Sample entry

Under Foreign Language Publications in Section on Classified Lists in tne Aver, 1973.

Polish

Ohio

Cleveland		Circulation
Kuryer Zjednoczenia (S-mo.)	Independent	20,945
Zwiazkowiec (Alliancer) (S-mo.)	Fraternal	7,500

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III. PROBLEMS IN COLLECTING INFORMATION

Types of sources

The data were collected by the following common procedure.

A. By searching various library materials, for example, Government publications, manuscripts (theses), books and monographs, periodicals, newspapers, and

B. By mailing questionnaires to the Presidents of various ethnic organizations; making telephone calls; and personal interview.

Government publications - The Congressional Record, and the U.S. Census data are used in this project. The writer likes to state a few words about the searching of Congressional Record and the Census. For current developments in Congress, U.S. Congress. Congressional Record (1873- date) is indispensable. This daily is used constantly for tracing bills and legislation and the search is facilitated by a fortnightly index with a history of bills and legislation and a final one for

each session of Congress. For the population statistics U.S. Bureau of the Census : Census of Population (Washington, Government Printing Office, decennial) is very useful.

Manuscripts (theses) - These research works are generally done by the individuals research workers for fulfilment of Masters or Doctorate degree. For the present project, two masters theses are consulted, for example, Stephen J. Bartha (1945) and Marvin Jay Glockner's (1966) theses. The details of these theses are discussed in chapter IV. These individual research works are very useful for the study of local groups. The list of masters theses of a particular university is available in its library. Sometimes, it also maintains other masters theses done in different universities. The Local History Department or the Social Science Department of the Public Library sometimes maintain these research works but it varies according to the size of the library. For doctoral theses, Comprehensive Dissertation Index and Dissertation Abstracts are very important. These are generally available in almost all university libraries.

Books/monographs - Published books on the ethnic question may be divided into two categories, for example, (i) general books, available in the university libraries as well as in the public libraries, which are usually indexed, often rigorous in their approach. The disadvantage of such books are primarily that they often do not mention the local groups in which the researcher is interested. An example would be : Our Oriental Americans (edited by Dr. Ed Ritter and others. New York, Webster Division, McGraw-Hill Book Co., 1965) which deals with : Chinese and Chinese Americans; Japanese and Japanese Americans; Filipines and others. But the book deals with a general account of each of these ethnic groups in America; no information of the Chinese, Japanese or Filipine ethnic groups of Toledo is available in this book. Another example would be : The Czechs (Bohemians) in America; a study of their national, cultural, political, social, economic and religion life by Thomas Capek (New York, Arno Press and the New York Times, 1969). The book describes seventeenth century (Czechs) immigration; eighteenth, nineteenth century immigration and after; the distribution of stock; trades, business and professions. The book deals with the general account of the

Czechs in America; no information of Toledo Czech population is cited in this book. (ii) Specialized books are often the products of local writers with an interest in local places; sometimes, they are non-trade books, such as parish histories, company histories and the like. Often these are dated, non-scientific in their approach and, thus, difficult to judge concerning validity. An example would be : A Biographical Sketch of St. Ann's Parish. Rev. Frederick A. Henck, Pastor. 1945, Toledo, Ohio.

Periodicals - Almost all popular periodicals are available in the university libraries. For a published article, the Readers' Guide to Periodical Literature, Public Affairs Information Service, Sociological Abstracts, Social Sciences and Humanities Index are important sources. These have already been discussed in chapter II.

Newspapers - Many clippings of the Blade newspaper are used in this project. These clippings have been collected from the Toledo Public Library as well as from the International Institute of Greater Toledo, Inc. The Local History Department of Toledo Public Library maintains many clippings containing many useful news

in regard to the social characteristics of the ethnic groups of Toledo as published by the Blade newspaper, which are important for the study of national and religious activities of the ethnic groups. For newspaper reference works, Ayer Directory of Newspapers and Periodicals is very important available almost all university libraries. This annual directory includes some 22,000 newspapers and magazines published in the United States.

Records of the International Institute and various ethnic associations of Toledo - These records are systematically filed and checked from time to time. These are generally not open to the public and, as such, are restricted by the respective association's own rules and regulations. Many useful information are found from these records, for example, membership list, address of the individuals or associations, etc.

Mailing questionnaires to the Presidents of various ethnic organizations - The purpose of mailing formulated questionnaires to various ethnic associations of Toledo should be examined.

It seems hard to find out a simple method by which a researcher could collect necessary data in regard to

the ethnic identification of a particular group in Toledo. Various immigrant groups have been living in this city since the beginning of its history and gradually adjusted to the community and, in turn, the community adjusted to them. Through the school systems, the children of the immigrant groups gradually blended into the American society. Today, in general, most of these people speak, read and write one language because English is the Constitutional language in this country. They also eat the same foods and dress themselves in a common way. Therefore, if any one, today, attempts to identify the ethnic characteristics simply by observing the daily life styles (that is, food habits, use of language and costumes) of a particular group, then it would be a difficult job for him because, apparently, no significant change is visible.

To point up the difference between the situation in the United States and that in some other countries, it will be useful to explore in some detail the situation in India. A researcher with some knowledge about the daily life styles of the different people in India, can find out significant changes among her different people in every states simply by observing their food habits,

use of languages and also costumes. These vary from state to state in India. There are fourteen main languages used officially in schools, colleges and universities as well as in local and state governmental procedures. Besides these languages, there are several hundred varied dialects used by different group of people living in small towns or villages. Therefore, it is possible to identify a group of native people, in India, whether the people belonging to the State of Kerala or the State of West Bengal, simply by observing the linguistic characteristics (for example, the people of Kerala, in general, use Malayalam or Kanara/Kanada language while the people of West Bengal use Bengali language in their daily conversations as well as in schools, colleges, universities and local or state governmental procedures).

Even the patterns of the ritual practices vary from state to state in India.[11] Though the Bengalees (the people of the State of West Bengal) and the Oriyas (the people of the State of Orissa) are basically belonging to Hindu religious groups, each one of these groups has its own body of beliefs, myths and legends practiced

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[11] See Appendix III, pp.156-157.

through generations.

As regards the food habits and use of costumes in the daily lives of the Indian people, it is important to note that these also vary from state to state. A particular group of people could be identified simply by observing their food habits or the style of costumes used by these people not only for a particular event or festival but regularly in each and every occasions.

In a word, the patterns of societal customs and norms, use of language and costumes, food habits and religious practices of the Indian people vary from state to state and these are easily visible.

But, in U.S., though various immigrant groups have been living side by side since a long time, the significant difference in their daily life styles are, in general, not visible. If some one visits a neighborhood area in Toledo, it is hard to find out the identity of an French, Irish, German or Italian heritage simply by observing an individual's daily life style (that is, food habit, use of language and costumes). Most of these people, in general, eat the same food, use one language and dress themselves in the same way (with the exception of new immigrants and the first or second

generation groups. There are also a few groups like the Amish who can be observed to have preserved their traditional life styles).

Therefore, it is hard to collect accurate data by simply observing the daily life styles of a group of people (3rd, 4th or more generations) living in Toledo, who want to identify themselves as belonging to a particular ethnic heritage. It is also difficult to find out simply by watching a particular group - how often these people use ethnic foods or whether they use native language in their daily conversations or whether their children could speak, read and write native language.

For these reasons, the writer attempted to collect some data by mailing formulated questionnaires[12] to the presidents of various ethnic associations in Toledo. One of the questions was : "In your opinion, how often are these foods (ethnic) used as part of their (ethnic people) daily diets ?" (Check one) - (a) daily .... (b) sometimes .... (c) never .... Another question was : "Can their children speak the native language ?" (Check

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[12] See Appendix I, pp. 123-124.

one) - (a) little .. (b) none .. (c) fluently ..

To collect more effective responses in regard to the ethnic characteristics of a particular group, the writer used different degrees, for example, "little" or "some," "none" and "smoothly" or "fluently." These words might be taken as the relative percentage of the ethnic characteristics (practices) of the different groups of Toledo. Glockner[13] also attempted to collect more effective responses from the Polish groups by different degrees, for example, "25%," "50%," "75%" and "100%." These might be considered as the relative percentage of the ethnic characteristics (practices) of the Polish groups investigated by him in Toledo.

The writer was not interested in collecting his data by percentage for the project but, the percentage rate, if necessary, could be achieved to some extent, for example, "little" or "some" = 25% - 50%; "fluently" or "smoothly" = 75% - 100% and "none" = 0%.

Thus, according to the degrees of responses, it is possible to take into account more effectively - whether

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13 Assimilation of the Immigrant in the United States as Characterized by the Poles in Toledo. Marvin Jay Glockner. University of Toledo, Toledo. M.A., 1966.

a particular ethnic group maintains, at least, some kinds of ethnic characteristics, that is, "little" or "some" (25% - 50%), "fluently" or smoothly (75% - 100%) and "none" (0%) in their daily life styles.

Definition of ethnicity

According to Max Weber,[14] an ethnic group is a human collectivity based on an assumption of common origin, real or imagined. It has, at least, some values which contrast with those of the larger society and it maintains some separate institutions and rituals. The Greek concept of "ethos" or custom is now understood in terms of socialization and cultural patterns.

In a much more theoretical and philosophical vein, Michael Novak defines an ethnic group as :

> "a group with historical memory, real or imaginary. One belongs to an ethnic group in part involuntarily, in part by choice. Given a grandparent or two, one chooses to

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[14] Ethnicity in American Life : a socio-psychological perspective. Thomas F. Pettigrew. (Ethnic Groups in the City : culture, institutions and power. Otto Feinstein, ed. Mass., Heath Lexington Books, 1971).

> shape one's consciousness by one history rather than another. Ethnic memory is not a set of events remembered, but rather a set of instincts, feelings, intimacies, expectations, patterns of emotion and behavior; a sense of reality; a set of stories for individuals - and for the people as a whole - to live out."[15]

Religion as well as race or national origin or some combination of these categories, may define an ethnic group according to Sociologist Milton Gordon.[16] Members of an ethnic group often share a sense of common origins and a common fate as a people which gives meaning for the present and future to groups traditions inherited from the past. In some individuals or groups, this feeling of attachment may not be strong enough to make them part of an "ethnic" community, but the larger society may nevertheless define them as members of a particular ethnic group.

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[15] The Rise of the Unmeltable Ethnics : Politics and Culture in the Seventies. Michael Novak. The Macmillan Company, New York, 1972, p.47.

[16] Assimilation in American Life : the role of race, religion and national origin. Milton Gordon. New York, Oxford University Press, 1964.

In a study relating to ethnic status, Yeates and Garner comments :

> "Ethnic status, the third construct of the social analysts, is based on a hypothesis that the population becomes more complex with the increasing scale of urban industrial activity and that this complexity is a result of mobility and a redistribution of the population in space. Thus there is, in effect, a tendency for the sorting out of population in terms of its age, sex and ethnic background. In North America this resorting is particularly marked by ethnic composition and color. The statistics used to compile this index of segregation relate particularly to race, country of birth and citizenship. Those census tracts with a high proportion of their population consisting of a particular race, or coming from a particular country, are considered to be areas of high ethnic status."[17]

According to Helen Kovach and Djuro J. Vrga, cultural and linguistic characteristics are most usually considered the main criteria of a group's

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[17] The North American City. Maurice Yeates and Barry J. Garner. New York, Harper and Row, 1971, p.290.

identity.[18] For certain groups, cultural inheritance and historical background are taken together as the source of ethnic distinctness and originality. Certain groups may consider their religion as the major indicators of their ethnic identity as the Polish recognizes the Catholic religion, the Arabs their Islam and the Serbs the Orthodox religion.

In some instances, according to the authors, neither racial nor geographic origin of people are indicators of their ethnicity. For instance, the Bulgarians are not Slavs nor Caucasians by origin but feel that they are the representatives of Slavic nation. Therefore, according to the writers, the emotional feeling of ethnic identity is of another importance for distinguishing ethnic group.

According to these viewpoints, the writer attempted to collect information of the cultural and linguistic characteristics of various ethnic groups of Toledo for the identification of their ethnic heritage but he faced many problems at the time of collecting data from the

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[18] The Russian Minority in America. Helen Kovach and Djuro J. Vrga. (Ethnic Groups in the City : culture, institutions and power. Otto Feinstein, ed. Mass., 1971).

sources.

Problems

It is very hard to collect a correct estimation of the total population of a particular ethnic group of Toledo. The U.S. census does not break down the "native" populations by group and as such, there is no way to collect information in regard to these populations (i.e., 3rd, 4th or more generations) who might share ethnic characteristics according to the definitions given by the researchers. These scholars believe that ethnic groups share a sense of group identification, a common set of values, behavior patterns and other culture elements which differ from those of other groups within a society. Peter Rose writes :

> "Groups whose members share a unique social and cultural heritage passed on from one generation to the next are known as ethnic groups ..... identified by distinctive patterns of family life, language, recreation, religion and other customs which cause them to be differentiated from others. Above all else, members of such groups feel a sense of identity and an interdependence

> of fate with those who share the customs of the ethnic tradition."[19]

The definition of an ethnic group and national origin as given by the social scientists is broader than the interpretation implicit in the U.S. Census which does not take account of religion or of the nationality backgrounds of people beyond the second generation after immigration. The U.S. Census lists three categories, "native," "foreign or mixed parentage," and "foreign born" with the following definitions :

> "The category native comprises persons born in the United States, the Commonwealth of Puerto Rico or an outlying area of the United States, or at sea. Also included in this category is the small number of persons who, although they were born in a foreign country, have at least one native American parent. Native of native parentage comprises native persons both of whose parents are also natives of the United States.

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19 They and We : Racial and Ethnic Relations in the United States. Peter I. Rose. New York, Random House, 1964, p.11.

> Native of foreign or mixed parentage comprised native persons one or both of whose parents are foreign born.
>
> The category foreign born includes all persons not classified as native."[20]

From the 1970 census, one could have easily collected the information about the total number of population of a particular group as listed in the "foreign born" and "foreign or mixed parentage" categories. But, it is impossible to find out the total number of population of a particular group from the native category. Because the Census does not differentiate the native population according to ethnic characteristics. There is no way to collect information on these people from the Census who might identify themselves as belonging to a particular ethnic group. No data consistent with the definition of ethnic characteristics is collected.

The 1970 Census does not include some groups[21] which were included in the 1920 returns.[22] On the

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[20] Census Tracts. Toledo/Ohio-Michigan Standard Metropolitan Statistical Area, 1970, App 3-4.

[21] Bulgarian, Syrian.

[22] See Map, p. 109.

other hand, some ethnic groups[23] were not cited in the 1920 returns but are included in the 1970 Census. Many other ethnic groups[24] are not included in the 1970 returns but, according to the International Institute's estimation, these people have been living in Toledo many years. There is no available formal record for collecting data about the correct population size of each of these groups.

Church records - These are important for collecting information about an individual's ethnic heritage or family history but it is very difficult to collect an accurate estimation of the population size of a particular ethnic group because there are many people who do not attend the church; there are many people who do not feel any urge for identifying

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[23] Norway, Sweeden, Denmark, Netherlands, Czechoslovakia, Yugoslavia, Lithuania, Mexican and Cuban.

[24] Korean, Thai, Iraqi, Iranian, Jamaican, Indian.

themselves to a particular ethnic group.[25] The records are private and as such, these might not be open to all.

Mail questionnaires - There was an attempt to collect information by mailing questionnaires to the presidents of the ethnic associations. They were asked about the total populations belonging to their groups as per their estimation. Most of these leaders cited the total number of memberships in their respective associations because they did not have any other data about the total ethnic populations of their own groups in Toledo.

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25 "Church records show first, second, third and posibly fourth generation immigrants as Greeks, if they identify themselves as such or attend church." Detroit's Greek Community. Marios Stephanides. (Ethnic Groups in the City : culture, institutions, and power. Otto Feinstein, ed. Mass., 1971).

IV. CONCLUSION

There is no substantial research available, so far, on the problem of identification of the various ethnic populations of Toledo. This is partly due to the lack of systematic sources of information in which accurate data on the ethnic population statistics, the history and cultural backgrounds of some of the various ethnic groups of Toledo and their social (national) characteristics could be found. These data are some of the important factors needed by the researchers in ethnic studies.

A few unpublished research works (masters theses)[26]

[26] The Problem of the Poles in America as Illustrated by the Polish Community in Toledo. Andrew Woloszyn. University of Toledo. M.S. 1927.
The Social Status of the Negro in Toledo, Ohio. Emmett L. Wheaton. University of Toledo. M.A. 1927.
A History of Immigrant Groups in Toledo. Stephen J. Bartha. Ohio State University. M.A. 1945.
Assimilation of the Immigrant in the U.S. as Characterized by the Poles in Toledo. Marvin Jay Glockner. University of Toledo. M.A. 1966.

are available on the ethnic populations of Toledo. Woloszyn's study on the Polish community in Toledo in 1927 has already been updated by Glockner in 1966. The writer did not attempt to analyze Wheaton's thesis on the Negro people of Toledo in 1927 in this paper. Two theses written each by Stephen J. Bartha (1945) and Marvin Jay Glockner (1966) are discussed.

Bartha prepared his masters thesis on the ethnic populations of Toledo according to the 1940 Census.[27] As regards the historical account of each immigrant group of Toledo, he collected his data from a variety of sources, for example, manuscript materials (MS., Journal, Court of Common Pleas 1835-1837, Lucas County), government publications (viz., Congressional Record, U.S. Census reports), newspapers (viz., Toledo Blade, News Bee), Monographs (viz., The Russian Immigrant, Macmillan Co., New York, 1922 and similar books), state and local histories. However, he did not attempt to study the native populations of Toledo at that time who might identify themselves as belonging to particular ethnic groups.

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[27] See Appendix I, p.106.

The other important master's thesis written by Glockner was based on a study of the Polish community and its people. From this thesis, one would find the data about the Polish groups in general, some prominent personalities, Polish organizations, their contributions to the community, educational backgrounds, percentage of native food used or served, percentage of Polish language spoken, use of newspapers in Polish language. Most of the data he collected by well-formulated questionnaires. There were a variety of questions to be filled up by the individuals, such as geographical origin; age; education; family; occupations; church and fraternal affiliation; language (speech-reading); eating; consumer characteristics; holding observance and kinship relations; prominent Polish people in Toledo.

Glockner also collected his data from the U.S. Census and various literatures in regard to the population size and historical account of the Polish people in Toledo. He also collected information from the various Polish and American organizations, such as, Polish Immigrants Association, 4th and 14th Ward Old Timers, Polish Roman Catholic Union, Polish National

Alliance, Alliance of Poles, Polish Falcons, Poles of America, Polish Mothers Club of the University of Toledo, Polish National Alliance, AFL-CIO, UAW, Teamsters, American Legion, Catholic War Veterans, Brisson Society, Catholic Order of Foresters, 4th and 14th Ward Democrats, Knights of Columbus, Scott Park Mothers and Daughters Club, Knights of Columbus Auxiliary, Veterans of Foreign Wars Auxiliary, American Legion Auxiliary, Catholic War Veterans Auxiliary.

Glockner received good responses from the individuals as well as from various organizations, who helped him to complete his work. The thesis is a good historical account with a little touch of social characteristics of the Polish people of Toledo. But, no information of other ethnic groups of Toledo is available in this paper.[28]

The university library of Toledo does not maintain any data about the group statistics of the native populations of Toledo, other than the Census. Many

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[28] For other important research works in general, see Appendix I, under "Previous research," pp. 73-79.

books written on the American minority groups in general are available. These books cover the general immigration history, cultural backgrounds, political sufferings and economic conditions of these minority or immigrant groups of America, which can be easily located from the card catalogs under "Emigration and Immigration" or "Minorities and Race Problems" categories. But, the data for the population size or social characteristics of various ethnic groups of Toledo (including native population) have not been published.

The Ethnic Studies Center of Bowling Green State University does not maintain any record on the group statistics of the native populations of Toledo. The university library maintains the Census Records and other literatures similar to those of the university library of Toledo. No thesis, so far, has been written on the population size or social characteristics of various ethnic groups (including native population) of Toledo in this university. The library has a separate section for the books or literatures written on the Black and Mexican history and culture. A selective bibliography on the Black culture prepared by

the staff of the reference department is available.[29]

The Local History Department of the Toledo-Lucas County Public Library maintains much useful information in the vertical file about the ethnic populations of Toledo under "Toledo Foreigners" and "Foreign Populations" categories. Under the "Toledo Foreigners" category, one would find many newspaper clippings about the various ethnic populations : Chinese, German, Greek, Irish, Mexican, Polish, Black, French. The clippings are generally on the social activities of these groups, for example, festival events, dance performances, religious and other ceremonies, games, short notes on the life histories of some noted personalities. Under the "Foreign Populations" category, clippings of the individuals who accepted the U.S. citizenship are available. Some substantial research works on the Mexican-Americans[30] and Blacks are available. The department does not have any record

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29 Black Culture. A Selective Bibliography. Angela Poulos and Iris Jones. Bowling Green State University Libraries (Reference Department), January '74, Serial No.18.

30 Americans of Mexicans Descent - A Toledo Study. June Macklin. The Board of Community Relations. Toledo, Ohio 1971.

on the group statistics on population size (including native population) or social characteristics other than the census data.

The Social Science Department of the Toledo-Lucas County Public Library also does not maintain any record on population size or social characteristics of various ethnic groups (including native population) of Toledo other than the census data. A comparison of the census figures between 1960 and 1970 foreign borns (SMSA and Toledo) prepared by Annette Gibbon is available.[31] The department has a number of collections of government publications and other literatures on immigrant, minority or foreign groups of America in general, which are similar to those of the university libraries of Toledo and Bowling Green.

The U.S. Immigration and Naturalization Office of Toledo does not maintain any data on the population size (including native population) or social characteristics of various ethnic groups of Toledo. In regard to

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[31] 1973 Census Data. Annette Gibbon. Social Science Department, Toledo-Lucas County Public Library, April 1973 (See Appendix II, p. 140).

the foreign born populations of Toledo, the department relies upon the census data. The office generally deals with the applications of visa and passports and other formalities related to these areas. From the naturalization records, some statistical data of the individuals of different nationalities might be collected but the writer was not encouraged to go through these records, instead, he was advised to have a discussion with the authority of the International Institute of Greater Toledo, Inc., in regard to the information on the ethnic groups of Toledo.

The International Institute of Greater Toledo, Inc., is one of 36 social agencies in the United States and Canada affiliated with the American Council for Nationalities Services (ACNS) as already mentioned. It maintains the names and addresses of various ethnic organizations and their leaders. It also collects numerous newspaper clippings in regard to the social activities of various ethnic organizations in Toledo, Bowling Green and Michigan.[32] The data about social characteristics of various ethnic groups of Toledo are

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[32] For a sample of clippings, see Appendix II, pp. 150-151.

available in this office but, no statistical data on the population size (including native population) of each ethnic groups is maintained here.

Various ethnic organizations[33] of Toledo maintain membership lists in their files. From these files, one would find the names and addresses of the individuals who are members of the respective associations. Some of ethnic characteristics of these people would be available from these associations but, no statistical record of population size (including native people) is maintained. The club records are not open to the public and as such, special permission is required from the club authority for going through these records for research purposes. These associations perform many ethnic activities. By visiting these associations, one would easily find that within the ethnic groups in Toledo, there has emerged a tremendous interest to revitalize their national traits, for example, ethnic history, values, foods and other unique cultural components. A greater understanding of what Gordon calls a "sense of peoplehood"[34] has been

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[33] For a list of the ethnic associations, see Appendix I, pp. 95-97.

[34] Assimilation in American Life : The Role of Race, Religion and National Origins. Milton M. Gordon. New York, Oxford University Press, 1964.

developed within these groups.[35] Some magazines published by local employers occasionally include information which bears on the ethnic status of their employees.[36] From these magazines some social characteristics of the ethnic employees of the respective organizations would be available. The list of the periodicals published by such organizations may be obtained from the international Institute of Greater Toledo, Inc.

Some ethnic organizations use Ethnic Community Hall for holding meetings, language classes and other social activities.[37] Many useful social characteristics of the ethnic people of Toledo would be obtained by attending these activities through the International Institute or by making direct arrangement with the respective ethnic club athorities. Two great

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35 For a sample of Figures, see Appendix I (Figures Nos. 6, 7, 8, 9, 10 and 11), pp.117-121.

36 The Shield. A Magazine for Libbey-Owens-Ford Employees. Libbey-Owens-Ford Co. 811 Madison, Toledo, Vol.3, Nos.7, July 1972.

37 For example, Polish Ethnic Community (The Echoes of Poland), Toledo, Ohio.

public events honoring ethnic heritage are sponsored annually by the International Institute - the "International Festival" in May and "Christmas Around the World" in December.[38] By attending these festivals one would sense some of the cultural activities of various ethnic groups.

The German-American Festival is performed annually by the German-American Festival Society, Inc. In 1972, the festival was celebrated in Raceway Park, Toledo, Ohio (August 25-27).[39] From this festival, one would have the opportunity to collect information about some of the social characteristics of the German ethnic groups in Toledo. The detailed information of such important events celebrated by various ethnic groups may be obtained from the International Institute. Classes in English and citizenship are taught by the Institute volunteers or through curriculum instruction provided by the Toledo Board of Education, Basic Adult Education Division at the Institute.

Many churches maintain the names and addresses of

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[38] For a sample of clippings, see Appendix II, pp. 142, 148.

[39] German-American Festival. 7th Annual. Souvenir Program, Toledo, 1972.

their members.[40] These records are important for those research workers who are interested in ethnic heritage studies or family history. The Fathers of these churches may be contacted through the International Institute or by direct arrangements. For general information about religious services in languages other than English, two sources are primary : the Catholic Archdiocese and the Council of Churches.

Some schools in Toledo encourage students to learn foreign languages and other traditional traits and as such many school students in social studies classes participate in many activities for learning nationalities and cultural backgrounds of the Americans.[41] For general information about foreign language instruction in public and parochial schools, the primary sources are the Board of Education and its Catholic counterpart. These offices can identify the elementary, secondary and post-secondary courses in various languages.

Information about the ethnic population of Toledo

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[40] For example, St. Elias Syrian Orthodox Church, 1312 Huron.

[41] For a sample Figures, see Appendix I (Figures Nos. 2, 3, 5, 5a and 5b), pp. 111-116.

are maintained by the "Blade" library, for example, in files of published news, which are not available elsewhere. The writer was told that the library would only look up dates and refer researchers to the Toledo Public Library's newsroom.

It appears that there is no center in Toledo which would provide the information for the identification of various ethnic groups of this city, for example, the population size (including native people) of each ethnic group; the ethnic characteristics (for example, language use, food habits and other social activities) of each group; housing conditions; education; birth rates and income. These are some of the important information required by the research workers for the studies of ethnic population.

The respective associations of various ethnic groups should take the initiative for collecting the information about the social characteristics of their own people. This might be done in many ways, for

example, by mailing questionnaires to all people belonging to their groups, by making telephone calls and by visiting the neighborhood areas where these people live in maximum bumbers. These associations should encourage the research workers belonging to their groups or other individuals interested in ethnic heritage studies, to write theses or other documentary literatures pointing out the past history and traditional glories, the facts about the prominent personalities, ethnic characteristics and the group's contributions to the community. In this way, the ethnic associations would obtain useful data about their people, for example, population size (including native born American), education, income level, language problems and other social characteristics maintained by the groups.

The ethnic associations should be requested to furnish the information as collected by the above referred procedures or other, to the International Institute of Greater Toledo, Inc., at least every five years interval. A copy of these data should be sent to the Local History or the Social Science Department of the Toledo-Lucas County Public Library for storage

and later dissemination.

A research center might be established at the International Institute which would play an important role in intergroup relations by helping all people to understand their traditional history and culture for the development of group pride. The center would direct investigations on various ethnic groups directly or through its ethnic member associations and also supply necessary data to other social agencies of the who are interested in the studies of ethnic population.

Suggestion to the interns

For those who might be interested in researching a similar project, the writer has some suggestions :

1. Formulate a project based on only two or three ethnic groups for collecting information for the identification of each group according to their social characteristics. There are, at present, many ethnic groups[42] living in Toledo and as such it would not be

[42] See Appendix I, pp. 73.

a wise decision to attempt to collect data about all ethnic groups within the short period of internship.

2. To formulate a project one has to study : what information has already been collected by the researchers ? what are the gaps yet to be filled in order to develop or complete the investigation ? what is the main objective of the project ? where is the boundary line of his project, that is, how far he should proceed with his investigation ?

3. Prepare a well-formulated questionnaire. The intern has to work with the general people for collecting data. These data cannot be obtained within a library. It is also not possible for the intern to visit each individual for discussion. Therefore, try to collect information by mailing questionnaires to the leaders of the ethnic groups. Special permission may be obtainable from the International Institute of the city to obtain names and addresses. The respondents should be given a reasonable time to return their responses and as such, the intern should calculate this in his internship period.

4. Prepare a covering letter explaining briefly the objectives of the project. The individuals must

be assured that the questionnaires would be used only for research purposes.

5. Collect information by making telephone calls to the individuals as well as important organizations. The job of the intern is not completed after sending the questionnaires to the individuals. After the expiring date (this should be mentioned on the questionnaires), the intern should try to contact the people who did not respond. Through the telephone calls much important data are quickly available.

6. Visit the various ethnic associations and discuss the objectives of the project with the leaders or other important persons. In order to get cooperation from the people, it is essential to visit the different ethnic associations to explain the significance of the project. By this direct connection with various people, much valuable data would be available which might not be obtained from the questionnaires or even by making telephone calls. Also, in this way, the intern would have the opportunity to develop direct relationships with various people of the community and its various agencies. This is one of the main functions of a Community Information Specialist.

7. Consult with the Librarians of the various libraries of the community about the objectives and problems of the project.

8. Be prompt because the internship time is short. To undertake a study like, "Collecting data on various ethnic groups of Toledo," it takes a reasonable time. This type of study depends upon the cooperation of the other people and, therefore, needs time. It should be noted that the intern has to collect information by mailing questionnaires, telephone calls, personal interviews and from the various materials as found from the libraries and other social agencies of the community for the completion of this type of project within a limited period of time.

9. Always discuss your peoblems with the adviser. Keep in touch with him as much as you can because it is impossible to proceed on such an extensive study without his guidance. The positive direction from the adviser is the key point of the entire project which would enable the intern to complete the work in reasonable time.

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APPENDIX I.

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APPENDIX I

Population characteristics of Toledo

The whole history of the peopling of the United States of America has been one of immigration. Between 1820 and 1940, out of the 39,000,000 immigrants who came to America, 33,000,000 (or 85%) came from Europe. The other American countries contributed 4,500,000 (or 11%) - Asia a little less than 1,000,000 (or 3%) and the remainder (or 2%) came from the Pacific Islands, Australia, Africa (Table A). The largest total was from Germany with its peak in 1882 while the peak immigration from southern Europe was from Italy in 1907. The great English and Irish migrations reached their peaks earlier (Irish in 1851 and Great Britain in 1888). The eastern European migration from Austria-Hungary, Russia - like that from southern Europe, came during the early part of this century with peaks in 1907 and 1913 respectively. From Asiatic countries, the largest number of Chinese and Japanese immigrant came in 1882 and 1907 respectively (Table B).

TABLE A

Immigration to the United States During Specified Periods, 1820 to June 30, 1943, by Countries[1]

Countries	1820–1830	1831–1840	1841–1850	1851–1860	1861–1870	1871–1880	1881–1890	1891–1900	1901–1910	1911–1920	1921–1930	1931–1940	1941–1943	Total for Yrs. 1820–1943
All countries	151,824	599,125	1,713,251	2,598,214	2,314,824	2,812,191	5,246,613	3,687,564	8,795,386	5,735,811	4,107,209	528,431	84,339	38,394,773
Europe	106,488	435,658	1,597,501	2,452,657	2,065,270	2,272,262	4,737,346	3,558,438	8,136,016	4,376,564	2,477,511	348,280	42,614	32,607,210
Albania[2]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,663	2,040	2	3,705
Austria[3]	.....	.....	.....	.....	7,800	72,969	353,719	592,707	2,145,266	453,649	32,868	3,593	491	4,144,396
Hungary[3]	.....	.....	.....	.....	6,754	7,221	20,177	18,167	41,635	442,693	30,959	7,201	2,282	160,287
Belgium	28	22	5,074	4,738	.....	.....	.....	160	39,280	33,716	15,846	4,817	153	66,009
Bulgaria[4]	.....	.....	.....	.....	.....	.....	.....	.....	.....	22,533	2,945	938	553	121,017
Czechoslovakia[5]	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,426	102,194	14,393	428	335,453
Denmark	189	1,063	539	3,749	17,094	31,771	88,132	50,231	65,285	41,983	32,430	2,559	69	2,151
Estonia[5]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,576	506	337	19,930
Finland[5]	.....	.....	.....	.....	.....	.....	.....	.....	.....	756	16,691	2,146	10,432	605,430
France	8,868	45,575	77,262	76,358	35,986	72,196	50,464	30,770	73,379	61,897	49,610	12,623	6,226	6,028,377
Germany[6]	7,729	152,454	434,626	951,667	787,468	718,182	1,452,970	505,152	341,498	143,245	412,202	114,058	9,107	2,035,258
Great Britain: England	18,917	7,013	32,092	247,125	222,277	437,706	644,080	216,726	388,017	249,944	157,420	21,756	2,857	732,171
Great Britain: Scotland	3,150	2,697	3,712	38,331	38,769	87,564	149,869	44,188	120,469	78,357	159,781	6,887	217	86,185
Great Britain: Wales	470	185	1,261	6,319	4,313	6,631	12,920	10,357	17,464	13,197	13,912	735	71	793,771
Great Britain: Not specified[7]	8,302	65,327	229,979	132,139	341,537	16,142	103	67	.....	.....	.....	.....	.....	1,331,273
Greece	20	49	10	31	72	219	2,308	15,979	167,519	184,201	51,084	9,119	671	3,592,595
Ireland	54,338	207,381	780,719	914,119	435,778	436,871	655,482	388,416	339,065	146,181	220,591	13,197	457	4,719,823
Italy	439	2,253	1,870	9,231	11,725	55,759	307,309	651,893	2,045,877	1,109,524	455,315	68,028	595	4,719,823
Latvia[5]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,390	1,192	145	4,736
Lithuania[5]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,015	2,201	337	8,553
Luxemburg	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	727	565	216	1,604
Netherlands	1,127	1,412	8,251	10,789	9,102	16,541	53,701	26,758	48,262	43,718	26,948	7,150	1,034	254,793
Norway[3]	94	1,291	13,903	20,931	71,631	95,323	179,556	95,015	190,505	66,195	68,531	4,740	512	801,367
Sweden[3]					37,967	115,922	391,776	226,266	249,534	95,074	97,229	3,990	781	1,218,229
Poland[7]	21	369	105	1,164	2,027	12,979	51,806	96,720	.....	4,813	227,734	17,025	1,158	415,043
Portugal	189	823	550	1,055	2,658	14,082	16,978	27,508	69,149	89,732	29,094	3,329	1,933	257,077
Rumania	.....	.....	.....	.....	.....	11	6,348	12,750	53,008	13,311	67,646	3,871	234	157,179
Russia (Soviet Union)	89	277	551	457	2,512	39,254	213,282	505,290	1,597,306	921,201	61,742	1,355	133	3,343,420
Spain	2,616	2,125	2,209	9,298	6,697	5,266	4,419	8,731	27,935	68,611	28,958	3,258	788	170,911
Switzerland	3,557	4,821	4,644	25,011	23,286	28,293	81,988	31,179	34,922	23,691	29,576	5,512	2,083	297,773
Turkey in Europe	21	7	59	83	129	337	1,362	3,626	79,976	54,627	14,659	737	77	155,959
Yugoslavia[4]	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,888	49,064	5,835	244	57,031
Other Europe	3	40	79	5	8	1,001	682	122	.....	8,111	9,603	2,361	143	22,823

Continued (next page)

TABLE A continued -

Asia	15	48	82	41,455	64,630	123,823	68,380	71,236	243,567	192,550	97,400	15,344	2,699	921,238
China	3	8	35	41,397	64,301	123,201	61,711	14,799	20,605	21,278	29,907	4,928	1,247	383,420
India	9	39	30	43	69	163	269	68	4,713	2,982	1,886	496	130	10,903
Japan [3]	.....	.....	.....	.....	186	149	2,270	25,942	129,797	83,837	33,402	1,648	353	477,944
Turkey in Asia [4]	.....	.....	.....	.....	2	67	2,229	20,709	77,393	79,389	19,165	328	47	203,110
Other Asia [5]	3	1	1	1	72	243	1,919	3,628	11,059	5,973	12,980	7,644	922	44,461
America	3,411	33,224	62,060	71,750	100,607	404,044	420,502	38,170	361,888	1,143,071	1,310,716	160,037	56,983	4,218,459
Canada and Newfoundland [6]	2,386	13,624	43,743	30,811	151,875	383,040	39,304	3,311	179,220	742,185	921,815	108,327	31,833	3,037,561
Mexico	4,818	6,599	3,271	3,078	2,191	5,162	1,913	971	49,642	210,004	459,287	22,319	9,374	777,629
West Indies	3,998	12,301	13,528	10,660	9,046	13,057	29,042	33,006	107,548	123,424	74,899	15,502	8,598	465,569
Central America	107	44	368	449	95	157	404	539	8,192	17,159	15,769	5,861	3,262	52,416
South America	542	856	3,579	1,224	1,397	1,128	2,304	1,675	17,280	41,899	42,215	7,803	3,898	125,200
Other America [22]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31	25	13	69
Africa	17	54	55	210	312	358	857	350	7,368	8,443	6,286	1,710	1,178	27,238
Australia New Zealand	.....	.....	.....	.....	36	9,886	7,617	2,710	11,975	12,348	8,299	2,231	434	54,966
Pacific Islands	.....	.....	.....	.....	.....	1,928	5,457	1,225	1,049	1,079	427	780	379	11,524
Not specified [3]	33,333	69,911	53,144	29,109	17,960	799	7[illegible]	14,063	3,523	1,147	228	.....	.....	254,066

[1] Reconstructed from data supplied by the U. S. Department of Commerce, Bureau of Naturalization and Immigration, Philadelphia.
[2] No official records were made of the influx of foreign population to this country prior to 1820. Although the number of immigrants arrived in the United States from the close of the Revolutionary War up to 1820 is not accurately known, it is estimated by good authority at 250,000. Data for years prior to 1906 cover countries whence aliens came, and for years following, countries of last permanent residence. Owing to changes in the list of countries separately reported and to changes in boundaries, data for certain countries are not comparable throughout. For 1820 to 1867 the figures are for alien passengers arriving; for 1868 to 1903, for immigrants arriving; for 1904 to 1906, for aliens admitted; and for 1907 to 1942, for immigrant aliens admitted.
[3] United Kingdom not specified.
[4] From 1820 to 1860 the figures for Norway and Sweden were combined.
[5] No record of immigration from Japan until 1861.
[6] No record of immigration from Turkey in Asia until 1869.
[7] From 1820 to 1898 included all British North American possessions.
[8] From 1899 to 1919 Poland is included with Austria-Hungary, Germany, and Russia.
[9] The figures 33,523, in column headed 1901-1910, include 32,847 persons returning in 1906 to their homes in the United States.
[10] Countries added to the list since the beginning of World War I are theretofore included with the countries to which they belonged.
[11] Austria included with Germany after 1937.
[12] Bulgaria, Serbia, and Montenegro prior to 1920.
[13] Included with countries not specified prior to 1925.

TABLE B

PRINCIPAL SOURCES OF IMMIGRATION TO THE UNITED STATES, TOTAL IMMIGRATION THEREFROM, AND PEAK YEAR, DURING 124 YEARS BEGINNING 1820 AND ENDING JUNE 30, 1943

Country	Total 124 Years	Peak Year
Germany	6,028,377	1882
Italy	4,749,825	1907
Ireland	4,592,695	1851
Great Britain	4,264,728	1888
Austria-Hungary	4,044,566	1907
Russia	3,343,480	1913
Canada and Newfoundland	3,037,561	1924
Sweden	1,218,229	1882
Norway	805,367	1882
Mexico	787,629	1924
France	663,430	1851
West Indies	465,569	1824
Greece	431,279	1907
Poland	415,949	1921
China	383,420	1882
Turkey	361,380	1913
Denmark	335,453	1882
Switzerland	297,763	1883
Japan	277,944	1907
Portugal	253,977	1921
Netherlands	254,798	1882
Spain	170,911	1921
Belgium	160,487	1913
Rumania	157,179	1921
South America	125,200	1924
Czechoslovakia	121,617	1921

From time to time many other groups with their various cultures came to settle this country.[43] These immigrants made a remarkable contribution to American civilization. Their labor was an important factor in economic expansion. The foreign born played a critical role in the growth of both American agriculture and industry. Constant addition of new hands lent the whole productive system a fluid quality and supplied the workers to build both the communication network of railroads, canals, telephone-telegraph lines and the factories of the new industrial society.

Like other industrial cities of America, the population of Toledo changed mostly in terms of ethnic origins during the decades from 1880 to 1940.[44] Almost

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[43] Norwegian, Danish, Swedish, Dutch, Swiss, Belgian, Ukrainian, Latvian, Lithuanian, Estonian, Finnish, Austrian, Rumanian, Albanian, Portugese, Turkish, Armenian, Filipino, Korean, Indian, Cuban, Mexican.

[44] A Population Projection for the Toledo Regional Area : Regional Report. The Toledo Regional Area Plan for Action. Byron E. Emory and others. December 1965.

every race and nationality[45] has come to settle this city since the beginning of its history. These various ethnic groups entered this city from time to time and participated in the economic growth of the city. But, practically, very little information is available today about the social characteristics of these groups for the identification of their ethnic heritage.

Previous research

According to the Regional Report,[46] the two major foreign ethnic groups in 1880 were the Germans and the Irish. Many of the Germans were rural dwellers while the Irish were nearly all concentrated in the city. Other ethnic groups also came to Toledo, who were part of the great wave of immigrants from Eastern Europe and the Mediterranean area. These groups entered the city beginning in the 1880's. The largest group to settle in Toledo were the Polish. In smaller numbers came Hungarians, Czechs and Bulgarians. Also, some

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[45] English, Irish, Scotch, German, Swiss, Norwegian, Czech, Greek, Scandinavian, Spanish, Italian, Hungarian, Bulgarian, French, Portugese, Lebanese, Syrian, Iranian, Iraqi, Arabian, Russian, Chinese, Japanese, Indian (the people of India), Burmese, Thai, Korean, Cuban, Mexican, African, Australian.

[46] Op. cit.

Jewish immigrants arrived from several parts of eastern Europe, especially, from the Russian Empire. A significant number of Greeks and Syrians settled in the community. The last major European ethnic group to come to Toledo were the Italians who arrived in greatest numbers during the decade following World War I.

From this report, the population size of each ethnic groups (for example, German, Irish, Polish, Hungarian, Czech, Bulgarian, Greek, Syrian and Italian) and information about their social characteristics are not available.

Myron D. Downs, resident engineer of the city plan commission, taking the 1920's returns as the basis for his Toledo-population map, reported :

Native white	..	199,240
Foreign born white	..	38,145
Negro	..	5,691
Indian, Chinese, etc.	..	88
		243,164 [47]

[47] Population map showing the distribution of Foreign borns among Toledoans, published in "Toledo Blade." Saturday, September 22, 1923.

From the map, the data of the foreign borns of Toledo at that time are available according to ethnic origin :

Polish	..	10,283
German	..	8,476
Canadian	..	3,137
Hungarian	..	3,041
Russian	..	2,069
English	..	1,816
Irish	..	1,313
Austrian	..	1,063
Italian	..	850
Swiss	..	735
Bulgarian	..	683
Greek	..	682
French	..	593
Syrian	..	432
Scotch	..	365
All others	..	2,407
		38,145

The percentage of these foreign borns are distributed on the map according to the census tracts. The report was based on the 1920's returns. Downs did not attempt to prepare his report on the social characteristics of the ethnic groups living in Toledo at that time for the identification of their ethnic heritage.

A very brief account of the foreign or mixed

parentage groups of Toledo in 1940's has been discussed in the "Ohio Guide."[48] According to this report, the foreign or mixed parentage groups made up 38 per cent of the population at that time. The German was the largest group followed by the Polish. The Canadians were numerous (8,409) and the Hungarians, English and Irish had groups of from 5,000 to 6,000 each. There were old German singing societies, such as the Teutonia Maennerchor and local Saengerfests were frequent; the Schulplattler (an old German folk dance) was still to be seen. In the large Polish section around Detroit and Nebraska Avenues lived approximately 11,000 Polish people with their own stores, churches and other institutions. Another large Polish section, according to the report, was north along Lagrange Street. The Hungarians and their Birmingham section, the Russians, Czechoslovakians, Swiss, French, Italians and other nationalities add to Toledo's varied population.

From this brief account, detailed information

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[48] The Ohio Guide. The Ohio State Archaeological and Historical Society. Am. Guide Series, illus., Oxford University Press, New York, 1943.

about each of the ethnic groups (for example, population size, social characteristics, etc.) is not available. Furthermore, it comments :

> "..... and other nationalities add to Toledo's varied Old World flavor, but it diminishes steadily as American schools, factories and civic institutions continuously assimilate yesterday's newcomers."

This is the same idea which has been stated in the past under the name of "melting pot" theory. The theory, today, has been confronted with many critical arguments by some research workers, politicians, etc., which are discussed later in this section under "Importance of the identification of ethnic groups."

Two substantial research works on the ethnic populations of Toledo were done by Stephen J. Bartha (1945) and Marvin Jay Glockner (1966). These have already been discussed in Chapter IV.

Another very brief account on the ethnic groups of Toledo is available in Dr. Stinchcombe's book.[49]

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[49] Reform and Reaction. City Politics in Toledo. Jean L. Stinchcombe. Wadsworth Pub. Co., Belmont, California, 1968.

The report was mainly based on the census. According to the report, the total foreign stock in the Toledo population in 1960 was 65,240 or slightly more than one fifth of the total population. The German, French and Irish groups which were important in the settlement and development of Northwest Ohio are no longer significant as ethnic groups, although those of German descent represented five per cent of the total population in 1960. People of Polish birth or descent also constitute five per cent of the city's population. The Polish group is relatively concentrated in two areas of the city, although dispersion is increasing rapidly. Evidence of Polish influence in city politics and elections, especially, in the 4th and 14th wards, has been discussed in several parts of the book. People of Hungarian birth or descent are concentrated on the east side of the Maumee river and, particularly, in the 20th ward, where they are 12 per cent of the local population. The Hungarian population is, generally, associated with the glass industry, particularly, the Libbey-Owens-Ford plants in East Toledo and Rossford, while the Polish ethnic group is identified with the automotive industry.

The data of other ethnic groups of Toledo and their national characteristics are not mentioned.

Importance of the identification of ethnic groups

In the past, too much faith has been put on the dream of the "melting pot" (mixture of people) theory[50] by the historians and social scientists.

> "Historians and social commentators have referred to the great "melting pot" theory of America, whereby the cultures and backgrounds from around the world would merge in our new country to create a new homogenized culture that would provide everyone with a new, better life."[51]

But, in recent years, increasing attention has been directed by educators and social scientists towards the subject of assimilation of people in American society. These researchers have strongly argued that

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50 Beyond the Melting Pot : the Negroes, Puerto Ricans, Jews, Italians and Irish of New York City. Nathan Glazer and Daniel P. Moynihan. Cambridge, M.I.T., Press, 1970.

51 Congressional Record. Proceedings and Debates of the 92nd Congress. First Session. Washington, Monday, January 25, 1971, Vol.117, No.3.

each ethnic group has been maintaining their traditional traits. Gordon comments :

> "Participation in close social relationships and marriage are two areas in which ethnic divisions and cleavages are steep in American society. Jewish-Americans usually marry other Jews. Blacks most often marry Blacks, Catholics usually marry Catholics. To some extent a kind of pan-Catholicism has developed in America since the various ethnic groups which are pre-dominantly Catholic, such as Italian-Americans, Polish-Americans and Slovak-Americans often intermarry.
>
> However, Spanish-speaking Americans who are also pre-dominantly Catholic, rarely intermarry or participate in the primary social groups with Catholics of European descent ..... Irish-Catholics rarely marry Jewish-Americans and many first generation Greek-Americans would find it difficult to accept their daughter's marriage to a White Anglo-Saxon Protestant .... However, Polish-Americans, Greek-Americans, Italian-Americans and White Anglo-Saxon culture groups still confine many of their intimate social relations to their own ethnic group and have a strong sense of ethnic identification."[52]

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[52] Assimilation in American Life : The Role of Race, Religion and National Origins. Milton M. Gordon. New York, Oxford University Press, 1964.

Today, more and more people are becoming critical of the commonly held "melting pot" theory, whereby persons from every background would join together in one homogeneous, harmonized American culture.

> "..... individuals from the various ethnic, racial, religious and cultural groups that make up our country, have not joined together and have maintained their own respective sub-cultures. Conflicts and misunderstandings between these various sub-cultures have often created tensions in society and have often contributed to prejudices and hostilities between people and groups."[53]

Senator Richard S. Schweiker (R. Pennsylvania) as the sponsor of the "Ethnic Heritage Studies Centers Act of 1971 (Bill S.23)," comments that ethnic solidarity and ethnic identification can be instrumental in eliminating many of the tensions between different groups of people today. Members of all ethnic groups, of all races, colors and creeds, share the American hope for meaningful employment, healthy families, strong communities and peace and harmony within their daily lives. Tension and turnoil bring out the worst

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53 Congressional Record. Proceedings and Debates of the 92d Congress. First Session. Washington, Monday, January 25, 1971, Vol.117, No.3.

of human tendencies and motivations.

> "..... the decade of the sixties began in relative quiet but ended in ashes of misunderstanding and distrust among Americans at all levels of society was dangerously high and getting worse."[54]

In representing a large, diverse State like Pennsylvania and in reading the mails, talking to constituents and following newspaper reports, Senator Schweiker has become vividly aware of the feeling among Americans of all races, colors and creeds that they are being neglected by government and society at large.

> "Educational materials, particularly in our elementary and secondary schools, have largely not contained any concentration of the history, culture and traditions of the various groups making up our society. Too often, children have been encouraged in their schools and in society at large, to disregard or look down upon their ethnic backgrounds and heritages."[55]

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[54] Ibid.

[55] Ibid.

After talking with a number of people, who have worked with minority and ethnic groups and who have been active in promoting ethnic cultural activities, Senator Schweiker has become convinced that greater study, awareness and application of ethnic traditions and cultural activities can help to increase personal identity and stability which is lacking among so many people today :

> "Even more important, however, are the prospects for members of one race, color or creed, to be able to learn about the background of other groups, to understand their different ways of life and traditions in the hopes that each group, through this new understanding will be able to get along better with each other, to work together and begin the necessary task of creating a more harmonious society."[56]

and, therefore, :

> "..... it is our responsibility to help encourage understanding and identity which will bring out the best in human goals and aspirations."[57]

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[56] Ibid.
[57] Ibid.

Importance of the Ethnic Heritage Studies

The Ethnic Heritage Studies Centers Act of 1971 (Bill S.23)[58] creating ethnic heritage studies centers is designed to help bridge the gaps of misunderstanding between people by fostering the study of ethnic history and culture. Ethnic Studies - ethnicity - is a key educational resource to help all people understand themselves and each other, to help break down barriers of tension and misunderstanding that prevent groups of people in the communities from working together on common problems based on mutual respect. The purpose of the Centers is to help provide focal points and national coordination for the study of different ethnic, racial and cultural groups.

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[58] The Bill S.23 is introduced by Senator Richard S. Schweiker (R. Pennsylvania).

FORMAL SOURCES OF INFORMATION

Total "foreign stocks"[59] - The total foreign stock in the Toledo population in 1960 was 65,240 or slightly more than one fifth of the total population. The German descents represented 5 percent of the total population in 1960. People of Polish birth or descent also constituted 5 percent of the city's population. The Polish group was relatively concentrated in two areas of the city, although dispersion increased rapidly. Evidence of Polish influence in city politics and election, especially, in the 4th and 14th wards should be noted.[60] Hungarian constituted 1 percent of Toledo's population. People of Hungarian birth or descent concentrated on the East side of the Maumee River and particularly in the 20th ward, where they were 12 percent of the local population. The Hungarian

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[59] The term "foreign stock" is used as defined by the Bureau of the Census. Foreign stock consists of the foreign born population combined with the native population of foreign or mixed parentage.

[60] Reform and Reaction : City Politics in Toledo. Jean L. Stinchcombe. Wadsworth Pub. Co., Belmont, California, 1968.

people were generally associated with the glass industry, particularly the Libbey-Owens Ford plants in East Toledo and Rossford while the Polish ethnic group was identified with the automotive industry.

TABLE C

(1970's returns - Population of Toledo)

Nativity and Parentage[61]

Total population	- 384067
Native	- 371601
Native parentage	- 323956
Foreign or mixed parentage	- 47645
Foreign born	- 12466

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[61] The category "native" comprises persons born in the United States, the Commonwealth of Puerto Rico or an outlying area of the United States, or at sea. Also included in this category is the small number of persons who, although they were born in a foreign country, have at least one native American parent.

The category "native of native parentage" comprises native persons both of whose parents are also natives of the United States.

"Native of foreign or mixed parentage" comprises native persons one or both of whose parents are "foreign born."

The category "foreign born" includes all persons not classified as "native."

Census Tracts : Toledo/Ohio-Michigan Standard Metropolitan Statistical Area. 1970, App 3-4.

TABLE D (1970's returns)

Country of origin	Total foreign or mixed parentage	Total foreign born	Total foreign stock
United Kingdom	2923	936	3859
Ireland	1382	214	1596
Norway	225	53	278
Sweden	37[illegible]	74	445
Denmark	213	39	252
Netherlands	134	63	197
Switzerland	675	81	756
France	534	118	652
Germany (East & West)	10278	1843	12121
Poland	11648	2215	13863
Czechoslovakia	850	285	1235
Austria	869	280	1149
Hungary	2561	780	3341
Yugoslavia	313	126	439
U.S.S.R.	1499	290	1789
Lithuania	279	38	317
Greece	615	344	959
Italy	1776	504	2280
Other Europe	1011	513	1524
Asia	1677	1175	2852
Western Asia (including Turkey)	1156	557	1713
China (includes mainland & Taiwan)	150	200	350
Japan	147	66	213
Other Asia	224	352	576
Canada	3361	1144	4505
Mexico	1507	328	1835
Cuba	145	114	259
Other America	202	256	458
All other	199	66	265
Not reported	2398	587	2985
	47645	12466	60111

According to Table D, out of 60,111 foreign population (total of "foreign or mixed parentage" and "foreign born" people)[62] of Toledo, the Poles are the largest in number, i.e., 13863 and the Germans are the second largest in number, i.e., 12,121.

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62 The category "foreign stock" includes the "foreign born" population and the "native" population of "foreign or mixed parentage."

Persons of foreign stock are classified according to their country of origin. Natives of foreign parentage whose parents were born in different countries are classified according to the country of birth of the father. Natives of mixed parentage are classified according to the country of birth of the foreign born parents.

Census Tracts. Toledo/Ohio-Michigan Standard Metropolitan Statistical Area. 1970, App 3-4.

TABLE E

(Locations or tracts where the total percentage of "foreign stocks" are cited by the 1970's Census)

Tracts	Percentage	Tracts	Percentage	Tracts	Percentage
2	14.85	37	1.09	63	13.46
3	15.57	38	9.53	64	17.38
4	15.72	39	17.21	65	28.91
6	14.62	40	8.87	66	12.91
7	17.53	41	15.28	67	31.14
8	9.98	42	18.81	68	13.92
9	2.88	43.01	4.95	69	14.58
10	43.26	43.02	17.14	72.01	15.55
11	18.81	44	14.98	72.02	14.18
12	14.41	45.01	12.09	72.03	17.87
13.01	26.008	45.03	16.06	73	13.15
13.02	28.16	45.04	14.84	74	15.72
13.03	23.81	46	21.84	75	14.71
13.04	15.109	47.01	23.96	*76	18.75
14	12.05	47.02	15.56	77	27.96
15	11.13	47.99	25.71	78	14.54
16	12.49	48	14.33	79.01	9.35
17	24.32	49	10.44	79.02	10.97
18	31.18	50	19.16	80	26.78
19	13.14	51	14.71	*81	8.59
20	13.00	52	16.66	*82.01	6.72
21	12.85	53	14.18	*82.02	1.33
22	8.08	54	11.85	*82.03	8.64
23	4.83	55.01	13.43	83.01	17.55
24.01	16.68	55.02	24.14	83.02	15.37
24.02	4.39	55.03	19.54	*84	7.57
25	2.54	55.99	34.81	85	9.96
26	1.469	56	10.03	86	11.03
27	10.74	57.01	17.12	*87	7.32
28	20.28	57.02	15.83	*88	5.85
29	20.24	57.03	19.50	*98	11.19
30	17.36	58.01	12.18	*100.01	14.86
31	32.35	58.02	13.18	100.02	21.57
32	12.86	59.01	11.04	*101	15.44
33	2.06	59.02	12.15	**201	15.63
34	3.21	60	15.18		
35	27.56	61	20.31		
36	7.13	62	18.10		

* Balance of Lucas County, Ohio
** Wood County, Ohio

National characteristics (some of the ethnic foods used by the various nationalities of Toledo).

Chinese	-	Chop-suey, chow-mien, pork-jambun, egg-roll
Austrian	-	Sauerkraut
Filipine	-	Siopao, kutsinta, puto, pazcit, empazada, noodles
Arabian-Lebanese	-	Fatire (meat pies), yabrak (cabbage rolls), baklawa (pastry), kibbee (lamb patties), maamool (date and nut-filled cookies), zalabie (sweet bread), imshabak (pastry), kusa
Bulgarian	-	Kibabche (hamburg roll), sermee (stuffed cabbage), kusinack (Easter bread), banitsa, mekitse, baklava, kourabie, revanea, strudel, torta, keeflee, haluah
Mexican	-	Tacos, tostadas, tamales, pepes, cornitas, enchiladas
Syrian-Lebanese	-	Laham mishwee (cubed lamb, onion and tomato on skewer), fatayar (meat pies), kafta, bushwa, gribee (cookie), kibber balls, aroun, tabooli bread
Bulgarian-Macedonian	-	Kouvarki (pig-in-blanket), kebabtcheta (sausage of beef and pork), korabee
Scandinavian	-	Danish pastry; Sweedish meat balls; Norwegian fish-cakes, sardines
Hungarian	-	Chicken paprikas, malna, kolbasz (sausage sandwich), langos

Italian	-	Pizza, spaghetti
Polish	-	Sauerkraut, cheese dumplings, paczki, angel wings, kielbasa, golabki, pierogi, kawa paczki, kapusta, chleb
Korean	-	Bul-ko-ki, mandu
West Indian	-	Curried goat-meat, meat turnovers (highly spiced), corn meal pone, rum cake
Greek	-	Souvalakia, dolmathese, pastitsio, thiples, flogeres
French	-	Rosettes, champagne fanse, croisant, brioche, beignets, crepes, galletes
Indian	-	Different curries (meat, egg, fish, liver or vegetables), pulaw (fried rice), puri, chapati, varieties of sweets made from cottage cheese
Irish	-	Soda bread, killarney bread, whiskey fruit cake, shamrock cookies, fried mushrooms
Japanese	-	Shishkabob
Israeli	-	Matzo ball soup, bagels, blintzes, schnecken
German	-	Kilgusburgers (smoked sausage), wiener wuerstchen, landjaegers (beefsticks), dratwurst (coney islands), sauerkraut, kartoffelsalat (potato salad), apple streusel
Ukrainian	-	Kobasa (sausage), holubchi, kapusta, pechyvo, ovochevee sok, dobasa, yabluchnyk (apple cake)

Teachings of national languages and other cultural traits in the schools

Some schools encourage students for learning foreign languages and other traditional traits : (a) The following language-courses have been offered by the Division of Adult and Continuing Education, the University of Toledo, for the Spring Quarter commencing from April 2, 1974 (Figure 1).[63]

1. Arabic language and culture
2. Chinese language
3. French language
4. German language
5. Italian language
6. Spanish language

(b) "Learning the French language and culture goes beyond the textbook at Rogers High school, where teachers encourage the students to dance, sing and even cook in French ....." (Figure 2).[64]

(c) The class of 99 juniors of Cardinal Stritch High school recently observed an Ethnic Day in an American studies class. They studied nationalities and back-

[63] Published in the Blade, Saturday, March 2, 1974.
[64] Published in the Blade, Sunday, February 3, 1974.

grounds of Americans. Many of them were German and Hungarian descent. They were dressed in their ethnic costumes. Ethnic foods were served (Figure 3).[65]

(d) A proposal to begin a bilingual education program for pre-school, kindergarten and early elementary school students in the Toledo public schools has been sent to Columbus for state approval. The program is designed to promote teaching of English to Spanish-speaking students and Spanish to English-speaking children. Emphasis in the past has been on teaching Spanish-speaking children English, but not teaching English-speaking children Spanish. Teachers in the program would not only be bilingual, but also be knowledgeable in the culture of the countries in which the language is spoken (Figure 4).[66]

(e) The class of 52 sixth-grade pupils of Shoreland school recently participated in Greek activities in social studies classes. The pupils were dressed in traditional costumes (togas). They prepared papier-

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[65] Published in the Blade, Thursday, February 7, 1974.
[66] Published in the Blade, Thursday, February 28, 1974.

mache masks by themselves for taking their parts in Greek plays written by the students. Other activities included Olympic games, Greek food, the trial of Socrates and chariot rides in a wooden vehicle constructed by one of the students (Figure 5).[67]

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[67] Published in the Blade, Friday, March 1, 1974.

INFORMAL SOURCES OF INFORMATION

Some names of the ethnic associations and the number of memberships as found from the questionnaires.

Country/associations		Memberships
Germany		
The American Turners	-	444
Bavarian Sports Club	-	Not available
Bulgaria		
Bulgarian-Macedonian Cultural Society	-	90
St. George Bulgarian Eastern Orthodox Catholic Church	-	Not available
Poland		
The Echoes of Poland	-	60
The Polish Cultural Association	-	78
Lagrange Business & Professional Men's Association	-	75
Filipine		
Filipino Association of Toledo	-	100
Greece		
Greek Community	-	Not available
Hungary		
The Hungarian Club of Toledo	-	Not available
India		
India Association of Toledo	-	200

Mexico

Los Colores Folkloricos	-	39
La Fiesta Mexicana	-	Not available

Scandinavia

The Scandinavian Club of Toledo (representing Norway, Denmark, Finland, Sweden and Iceland)	-	60

China

Chinese Association of Toledo	-	200

Austria

Osterreichischer Verein	-	32

Ireland

"The Abbey Tavern" of the Daughters of Erin	-	50

Arabian-Lebanese

The Islamic Center of Toledo	-	Not available

Syrian-Lebanese

St. George Syrian Orthodox Cathedral	-	Not available

Korea

Korean Association of Toledo	-	120

Italy

Alba Club, Inc.	-	135

Ukrainia

Ukrainian Cultural Society	-	9
Ukrainian National Women's League of America	-	Not available

United Kingdom

The Daughters of the British Empire - 50

Armenia

Armenian Asscciation - 50

Canada

Canadian Association - 10

Scotland

Highland Lassies - Not available

France

Alliance Francaise - Not available

Czeckoslovakia

Czech Dancers Polka Club - Not available

Some other lists

International Children's Choir - 41

Hispano-American Club - 30

Toledo West Indian-American Assocn. - 50

African-American - 20

Albert Schweitzer Hospital Auxiliary - Not available

Use of ethnic foods at home by the ethnic groups as found from the questionnaires.

Ethnic groups	Ethnic foods used at home		
	Daily	Sometimes	Never
Austrian	some		
Indian	daily		
English	"		
Bulgarian-Macedonian	"		
Mexican		"	
African-American	"		
Korean	"		
Chinese	"		
Armenian		"	
Scandinavian		"	
Polish		"	
Filipino	"		
Irish		"	
Canadian	"		
West-Indian American	"		
French	"		
Italian		"	

Use of national language at home by the ethnic groups as found from the questionnaires

Associations		Estimation of the number of houses where native tongue is spoken
Oesterreichischer verein	-	All
India Association	-	About 75 percent
Daughters of the British Empire	-	All
Bulgarian-Macedonian	-	Over 150
Los Colores Folkloricos	-	12
Korean Association	-	All
Chinese Association	-	120
Armenian Association	-	12
Scandinavian Club	-	10
Polish Culture Association	-	78
Filipino Association	-	60
Canadian Association	-	All
West-Indian American Association	-	All
Alba Club	-	25 percent

Ability to speak, write and read the native language by the children of the ethnic groups as found from the questionnaires.

Associations	Speak	Read	Write
India Association	little	little	little
Bulgarian-Macedonian	"	"	"
Los Colores Folkloricos	"	"	"
Korean Association	"	"	"
Chinese Association	"	none	"
Armenian Association	"	"	"
Scandinavian Club	"	"	"
Polish Culture Association	Fluently	"	"
Filipino Association	little	little	none
The Daughters of Erin	none	none	"
Alba Club	little	little	little

Facility of getting proper lessons in native language by the children of the ethnic groups in schools as found from the questionnaires.

Associations		Facility of getting lessons in native language by the children in schools
Oesterreichischer Verein	-	Some (German in High schools only)
India Association	-	None
Bulgarian-Macedonian	-	"
Los Colores Folkloricos	-	Some
Korean Association	-	None
Chinese Association	-	"
Armenian Association	-	"
Scandinavian Club	-	"
Polish Culture Assocn.	-	"
Filipino Association	-	"
The Daughters of Erin	-	"
Canadian Association	-	"
Alliance Francaise de	-	Some

Some national/religious celebrations observed by the ethnic groups as found from the questionnaires.

Associations	Names of celebrations	Date of observance
Osterreichischer Verein	Independence Day	Oct. 26
	Labor Day	Jany. 5
	All Saints Day	Nov.1 & 2
	3 Holy Kings	1.6
	Christmas	Dec.24, 25
India Assocn.	Independence Day	Aug. 15
	Republic Day	Jany. 26
	Diwali	Varies
Ukrainian	Independence Day	Jany. 22
	Proclamation of Independence of Ukrainia	Nov. 1
	Easter	Varies
	Taras Shevchenko (Poet)	March 8
	Christmas	Dec. 25
Bulgarian-Macedonian	- Most of the celebrations are religious in nature, such as, Name Day rather than Birthday. All people are generally named after a saint. Most members are Eastern Orthodox and, as such, observe all Eastern Orthodox practices.	
Los Colores Folkloricos	Independence Day	Sept. 16
	Cinco de Mayo	May 5
	Feast Day	Dec.12
	Christmas	Dec. 25
Korean Assocn.	Independence Day	Aug. 15
	Rev. Day against Japanese movement in 1919	March 1
	New Year	Jany. 1
	Christmas	Dec. 25
Chinese Assocn.	New Year	

Armenian Assocn.	Independence Day	May 28
	Memorial Day	April 24
	Holy Mother	Aug. 12
	Armenian Christmas	Jany. 6
	Easter	Varies
Scandinavians		
(Norway)	Constitution Day	May 17
	Labor Day	May 1
	New Years Day	Jany. 1
	Olsok	June 29
	Midsummer Night	June 24
	Leif Ericson Day	Oct. 9
	Christmas	Dec. 25
(Denmark)	Constitution Day	June 5
(Sweden)	Flag Day	June 6
(Finland)	Independence Day	Dec. 6
(Iceland)	Independence Day	June 7
Polish Culture Assocn.	Independence Day	Nov. 9
	Constitution Day	May 3
	Oplatek - Christmas	Dec. 25
	Memorial Day	Nov. 11
Filipino Assocn.	Independence Day	June 12
	Filipino-American Day	July 4
	Rizal's Day	Dec. 30
	Most of Filipinos are Catholics.	
The Daughters of Erin	St. Patrick's Day	March 17
Canadian Assocn.	Dominion Day	July 1
	Victoria Day	May 24
	Thanksgiving Day	2nd Mon. October
	Easter	Varies
	Lent	Varies
	Christmas	Dec. 25

West Indian-Americans	Jamaica's Independence Day	Aug. 6
	Easter	Varies
	Good Friday	Varies
	Christmas	Dec. 25
Alliance Francaise	Bastelle Day	July 14

Most French are Catholics. They observe the religious practices of that Church.

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TABLE F (1950 Census - Toledo)

Total population	-	303,616
White	-	278,266
Native	-	258,286
Foreign born	-	19,980
Nonwhite	-	25,350
Negro	-	25,026
Other races	-	324

Total population (1940 Census - Toledo) - 282,349

White	-	267,589
Nonwhite	-	14,760

Foreign born White (1950) according to country of birth

England and Wales	-	1,042
Scotland	-	407
Northern Ireland	-	4
Ireland (Eire)	-	516
Norway	-	100
Sweden	-	158
Denmark	-	93
Netherlands	-	50
France	-	200
Germany	-	3,274
Poland	-	4,761
Czechoslovakia	-	486
Austria	-	426
Hungary	-	1,656
Yugoslavia	-	147
USSR	-	867
Lithuania	-	120
Finland	-	26
Rumania	-	174
Greece	-	613
Italy	-	758
Other Europe	-	823
Asia	-	704
Canada-French	-	169
Canada-other	-	1,597
Mexico	-	279
Other America	-	62
All other & not reported	-	441

TABLE G

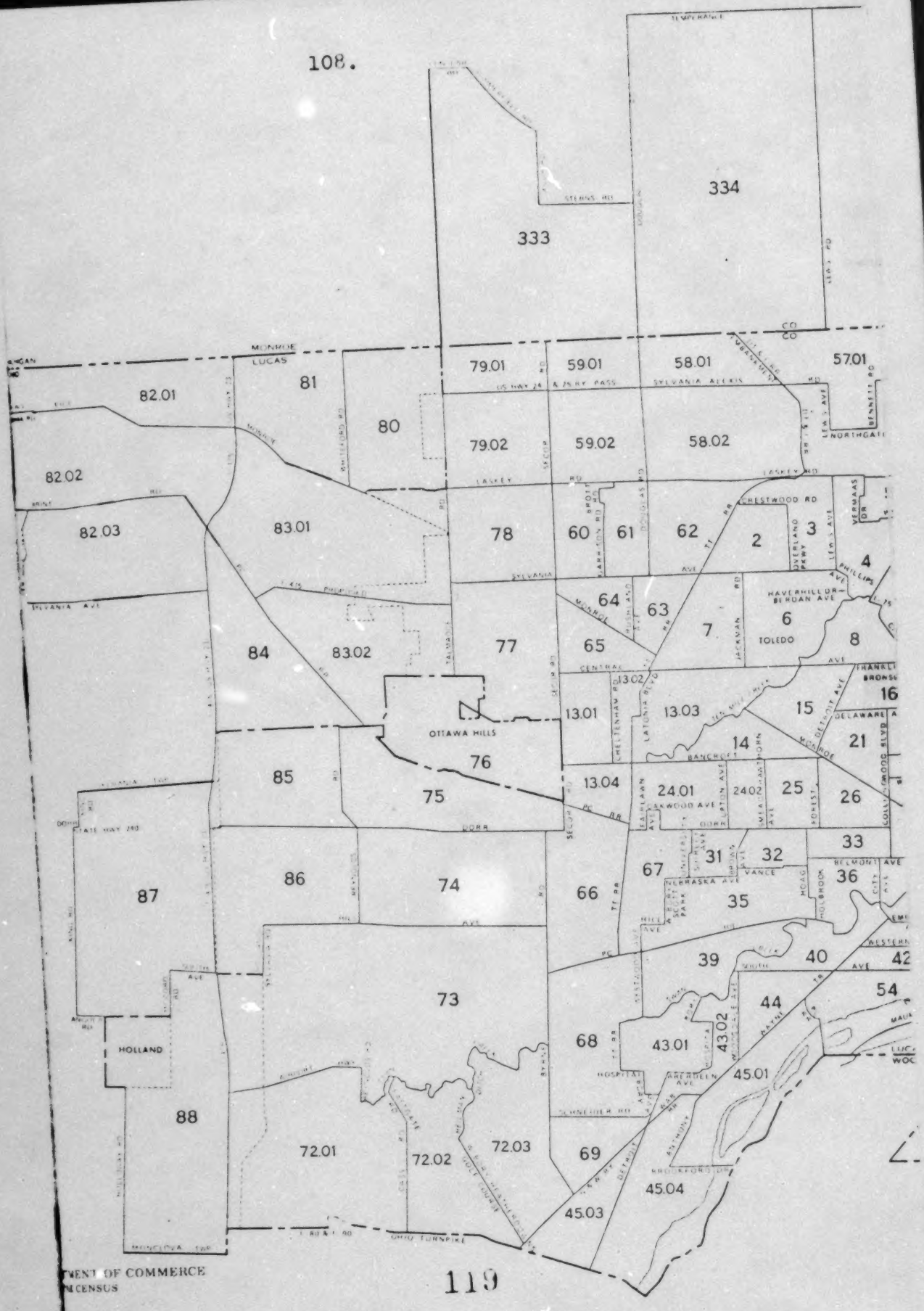
A comparison between the 1940's returns of the foreign born of Toledo as given by Bartha in his thesis (1945) and the 1970's Census.

1940		1970	
Welsh	- 38		
Scotch	- 442	United Kingdom	- 936
Ireland	- 748	Ireland	- 214
Norway	- 105	Norway	- 53
Canada (French)	- 2021	Canada	- 1144
Sweden	- 223	Sweden	- 74
Denmark	- 127	Denmark	- 39
		Netherlands	- 63
		Switzerland	- 81
France	- 255	France	- 118
Mexico	- 196	Mexico	- 328
Germany	- 4890	Germany	- 1843
Poland	- 6354	Poland	- 2215
Czechoslovakia	- 493	Czechoslovakia	- 285
		Austria	- 280
Hungary	- 2010	Hungary	- 780
		Cuba	- 114
		Yugoslavia	- 126
Russia	- 1162	Russia	- 290
		Lithuania	- 38
Greece	- 674	Greece	- 344
Italy	- 859	Italy	- 504
Bulgaria	- 489	Other Europe	- 513
Syria	- 489	Asia	- 1175
		Western Asia	- 557
		Other Asia	- 352
China	- 542	China	- 200
Japan	- 35	Japan	- 66

1870-1940 Toledo Foreign borns

From: Stephen J. Bartha's thesis, A History of Immigrant Groups in Toledo. Ohio State Univ., M.A. 1945.

	Germans	Irish	Canadian	French-Canadian	French	Norwegian	Swedish	Dane	Polish	Hungarian	Russian	Italian	Mexican	Greek	Syrian	Bulgaria	Scotch	Welsh	Chinese	Czecho-Slovakian (Bohemians)
1870	5341	3032	972	--	206	12	12	18	17	3	9	4	3	--	--	--	119	7	--	5
1880	6809	2941	1395	--	304	6	50	74	603	55	17	17	2	1	--	--	180	18	3	34
1890	11962	2878	1845	--	285	40	52	93	1971	285	97	63	3	--	--	--	213	57	8	--
1900	12373	2684	2449	846	248	45	--	97	3824	647	516	79	2	20	--	--	256	73	25	15
1910	15308	1971	2499	534	246	65	140	118	7063	2927	3340	270	6	81	--	232	328	61	33	--
1920	8476	1513	3137	392	593	--	273	--	10283	3041	2069	850	--	682	432	683	365	78	63	349
1930	7512	1193	2497	534	412	129	281	167	8360	2399	1468	968	554	820	577	633	676	67	51	699
1940	4890	748	1697	324	255	105	223	127	6364	2010	1162	859	196	674	542	489	442	38	35	493


334
333
MONROE
LUCAS
82.01
81
79.01
59.01
58.01
57.01
US HWY 24 & 25 BY PASS
SYLVANIA AKRON
80
79.02
59.02
58.02
82.02
LASKEY RD
82.03
83.01
78
60
61
62
2
3
4
CRESTWOOD RD
SYLVANIA AVE
64
63
7
6
8
TOLEDO
84
83.02
77
65
13.02
13.01
13.03
15
16
OTTAWA HILLS
76
14
21
85
75
13.04
24.01
2402
25
26
CLARKWOOD AVE
STATE HWY 120
DORR
87
86
74
66
67
31
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33
36
VANCE
NEBRASKA AVE
35
39
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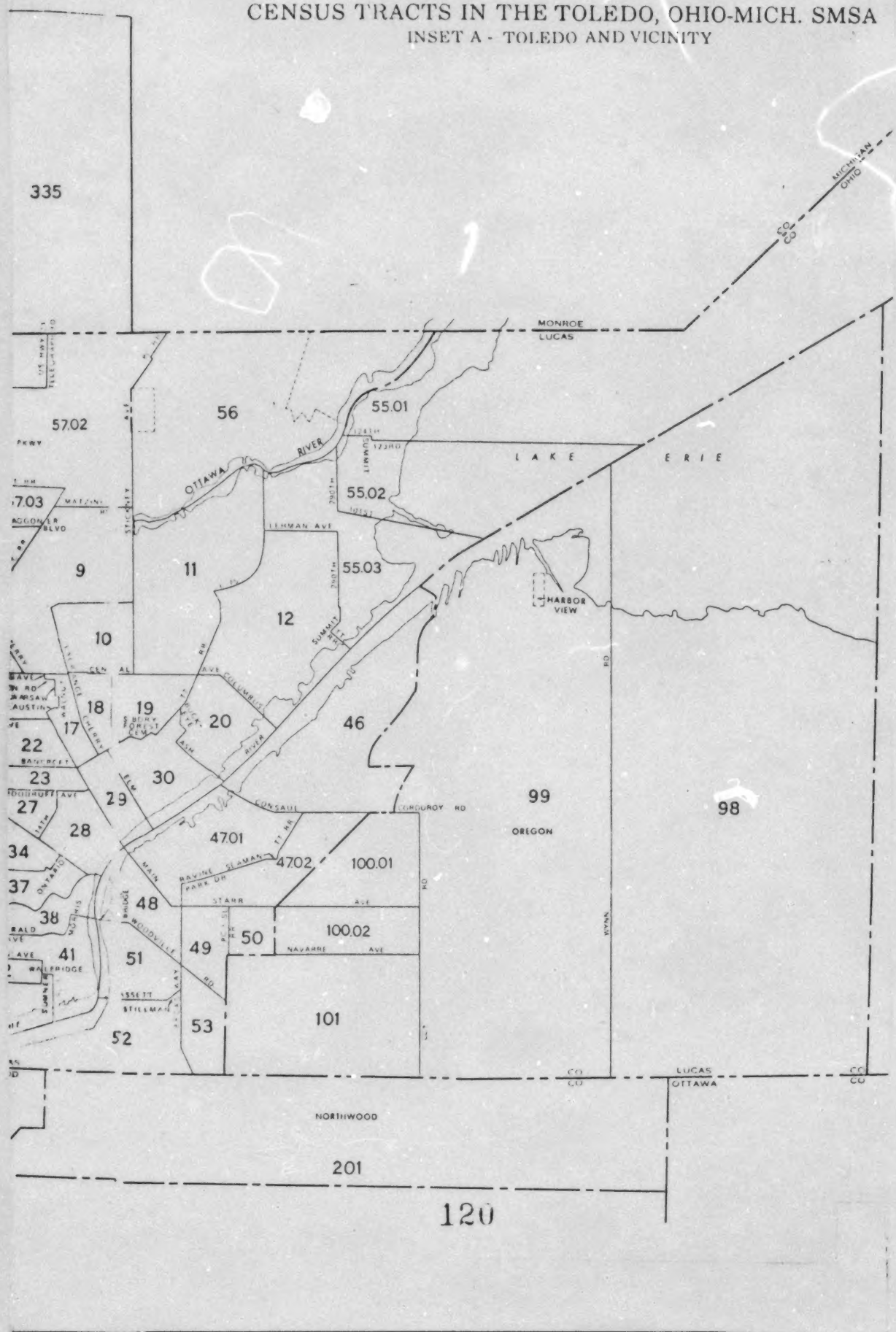
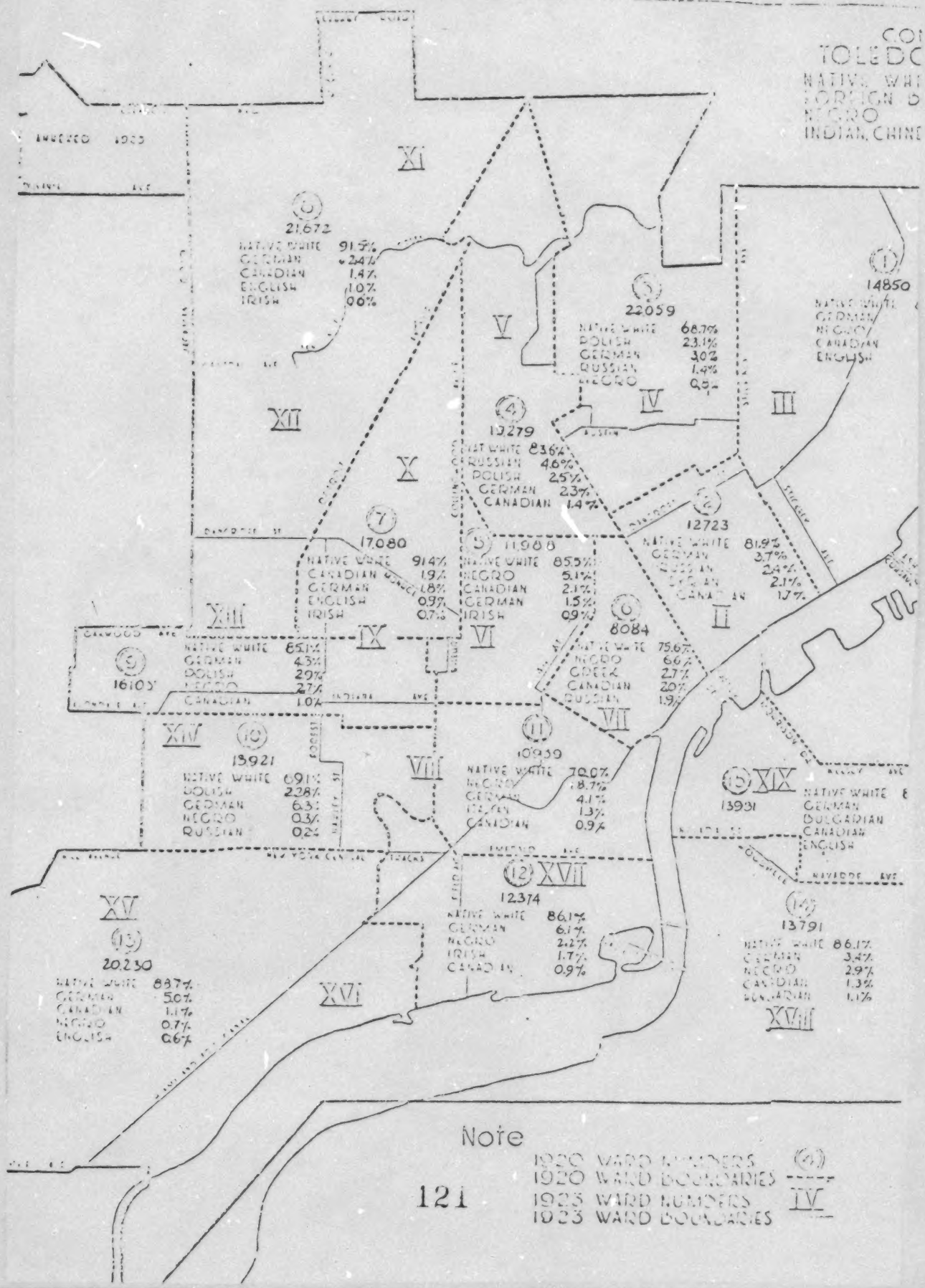
73
54
HOLLAND
68
43.02
43.01
44
88
72.01
72.02
72.03
69
45.01
45.04
45.03
OHIO TURNPIKE
119

CENSUS TRACTS IN THE TOLEDO, OHIO-MICH. SMSA

INSET A - TOLEDO AND VICINITY




CO
TOLEDO
NATIVE WHI
FOREIGN B
NEGRO
INDIAN, CHINE
INDEXED 1923
XI
XII
V
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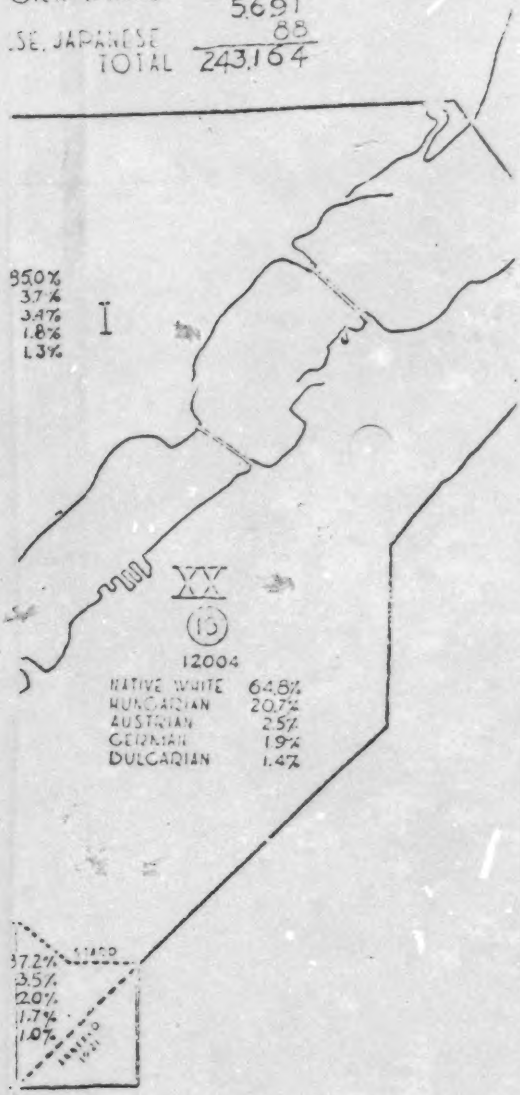
IV
III
II
XIII
IX
VI
VII
VIII
XIV
XV
XVI
XVII
XVIII
XIX
(1) 14850
NATIVE WHITE
GERMAN
NEGRO
CANADIAN
ENGLISH
(2) 12723
NATIVE WHITE 81.9%
GERMAN 3.7%
2.4%
2.1%
1.7%
(3) 16105
NATIVE WHITE 85.1%
GERMAN 4.3%
POLISH 2.9%
NEGRO 2.7%
CANADIAN 1.0%
(4) 13279
NATIVE WHITE 83.6%
RUSSIAN 4.6%
POLISH 2.5%
GERMAN 2.3%
CANADIAN 1.4%
(5) 11988
NATIVE WHITE 85.5%
NEGRO 5.1%
CANADIAN 2.1%
GERMAN 1.5%
IRISH 0.9%
(6) 8084
NATIVE WHITE 75.6%
NEGRO 6.6%
GREEK 2.7%
CANADIAN 2.0%
RUSSIAN 1.9%
(7) 17080
NATIVE WHITE 91.4%
CANADIAN 1.9%
GERMAN 1.8%
ENGLISH 0.9%
IRISH 0.7%
(8) 21672
NATIVE WHITE 91.7%
GERMAN 2.4%
CANADIAN 1.4%
ENGLISH 1.0%
IRISH 0.6%
(9) 22059
NATIVE WHITE 68.7%
POLISH 23.1%
GERMAN 3.0%
RUSSIAN 1.4%
NEGRO 0.9%
(10) 13921
NATIVE WHITE 69.1%
POLISH 22.8%
GERMAN 6.3%
NEGRO 0.3%
RUSSIAN 0.2%
(11) 10939
NATIVE WHITE 72.0%
NEGRO 18.7%
GERMAN 4.1%
ITALIAN 1.3%
CANADIAN 0.9%
(12) 12374
NATIVE WHITE 86.1%
GERMAN 6.1%
NEGRO 2.2%
IRISH 1.7%
CANADIAN 0.9%
(13) 20230
NATIVE WHITE 88.7%
GERMAN 5.0%
CANADIAN 1.1%
NEGRO 0.7%
ENGLISH 0.6%
(14) 13791
NATIVE WHITE 86.1%
GERMAN 3.4%
NEGRO 2.9%
CANADIAN 1.3%
BOHEMIAN 1.1%
(15) 13931
NATIVE WHITE
GERMAN
BULGARIAN
CANADIAN
ENGLISH
Note
1920 WARD NUMBERS (4)
1920 WARD BOUNDARIES
1923 WARD NUMBERS IV
1923 WARD BOUNDARIES

APOSITION OF
) POPULATION

TE	199,240
ORN WHITE	38,145
	5,691
SE, JAPANESE	88
TOTAL	243,164



FOREIGN BORN WHITE

NATIONALITY	NUMBER
POLISH	10283
GERMAN	8476
CANADIAN	3137
HUNGARIAN	3041
RUSSIAN	2069
[illegible]SH	1816
IRISH	1313
AUSTRIAN	1063
ITALIAN	850
SWISS	735
BULGARIAN	683
GREEK	682
FRENCH	593
SYRIAN	432
SCOTCH	365
ALL OTHERS	2407
TOTAL	38145

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THE UNIVERSITY OF TOLEDO

Division of Adult and Continuing Education

SPRING QUARTER, 1974

GLEN R. DRISCOLL, PRESIDENT — CLYDE W. BALCH, DEAN

The Division of Adult and Continuing Education Office is located in University Hall. Office hours, Monday through Thursday, are 8:15 A.M. to 8:30 P.M., and Friday from 8:15 A.M. to 5:00 P.M. For information call our staff at (419) 537-2033.

(Figure 1) Or Write to Division of Adult and Continuing Education, The University of Toledo, Toledo OH 43606.

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PERSONAL INTEREST COURSES

FOREIGN LANGUAGE PROGRAM

Elementary Arabic and Arabic Culture (951-202)
Instructor: Fatima Al-Hayani, 10 classes (20 hours), UH 223
Thursday, 7:30-9:30 - Starts April 4

Advanced Arabic for Beginners A (951-203)
Instructor: Fatima Al-Hayani, 10 classes (20 hours), UH 321
Monday, 7:30-9:30 - Starts April 1

Conversational Chinese (951-051)
Instructor: P.C.S. Lee, 10 classes (15 hours), UH 366
Thursday, 7:30-9:00 - Starts April 4

French for Beginners A (1) (951-602)
Emphasis on conversation, for students with no previous study of French.
Instructor: Jacqueline Blausey, 10 classes (15 hours), UH 366
Tuesday, 7:30-9:00 - Starts April 2

French for Beginners A (2) (951-6028)
Emphasis on conversation, for students with no previous study of French.
Instructor: Gertrude Chermak, 10 classes (15 hours), UH 210
Thursday, 7:30-9:00 - Starts April 4

French for Advanced Beginners B (951-603)
Conversation for students with French A or some previous study of French.
Instructor: Gertrude Chermak, 10 classes (15 hours), UH 239
Monday, 7:30-9:00 - Starts April 1

French for Advanced Beginners C (951-601)
Conversation for students with French B or knowledge of basics.
Instructor: Gertrude Chermak, 10 classes (15 hours), UH 223
Tuesday, 7:30-9:00 - Starts April 2

German for Beginners A (951-010)
For students who have not previously studied German; emphasis is on conversatic
Instructo : Margot Kock, 10 classes (15 hours), UH 557
Wednesday, 7:30-9:00 - Starts April 3

German for Advanced Beginners B (951-011)
Further conversation; for students who have had 951-010 or some other previous study of German.
Instructor: Sue O'Dell, 10 classes (15 hours), SA 32
Tuesday, 7:30-9:00 - Starts April 2

German for Advanced Beginners C (951-012)
Conversation for students with German B, or other comparable study experience.
Instructor: Jurgen Mudrow, 10 classes (15 hours), SA 18
Tuesday, 7:30-9:00 - Starts April 2

German for Advanced Beginners D (951-013)
For those students who are too experienced or advanced for 951-013; advanced conversation.
Instructor: Margot Kock, 10 classes (15 hours), UH 560
Thursday, 7:30-9:00 - Starts April 4

Italian for Beginners A (951-801)
Mostly conversational, oriented to the traveler in Italy.
Instructor: Ida Lucas, 10 classes (15 hours), BC 1049
Monday, 7:30-9:00 - Starts April 1

Italian for Advanced Beginners B (951-804)
Conversation and letter writing, for those with some knowledge of Italian.
Instructor: Ida Lucas, 10 classes (15 hours), CC 117
Tuesday, 7:30-9:00 - Starts April 2

Italian for Advanced Beginners C (951-805)
Practice in everyday Italian, with short readings from Italian authors; related discussions.
Instructor: Ida Lucas, 10 classes (15 hours), UH 223
Thursday, 7:30-9:00 - Starts April 4

Spanish for Beginners A (951-001)
Beginning conversational Spanish; no previous experience necessary.
Instructor: L. Pulleyn, 10 classes (15 hours), SH 211
Tuesday, 7:30-9:00 - Starts April 2

Spanish for Advanced Beginners B (951-003)
Intermediate conversational Spanish; tourist oriented.
Instructor: Ivi Diacou, 10 classes (15 hours), LC 1008
Wednesday, 7:30-9:00 - Starts April 3

Spanish for Advanced Beginners C (951-004)
Advanced conversational Spanish, with secondary emphasis on grammar.
Instructor: Ivi Diacou, 10 classes (15 hours), SA 18
Thursday, 7:30-9:00 - Starts April 4

Spanish for Advanced Beginners D (951-004D)
A further advanced conversational Spanish course, with some emphasis on gramn
Instructor: Laura Pulleyn, 10 classes (15 hours), LC 1008
Thursday, 7:30-9:30 - Starts April 4

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111.

—Blade Photos by Grover Cummings

TOGETHER. Carolyn Drummond, left, and Pam Hart, Rogers High School students, created a costume with the message, "I love you," written in French for the Mardi Gras program held at the school for French students throughout the city.

FANCY STEPS. The Rogers French folk dancers and singers, including Kathy Carter, left, and Karen Angel, provided entertainment during the Mardi Gras program.

(Figure 2)

French In Fact And Fancy

Learning the French language and culture goes beyond the textbook at Rogers High School, where teachers Harriet Abell and Gaynell Robinson encourage the students to dance, sing, and even cook in French.

Last week the Rogers students organized a Mardi Gras program which attracted over 100 junior and senior high school French students, wearing costumes for the occasion. One of the highlights of the evening was a performance of the Rogers French folk dancing and singing group. Sixty of the Rogers French students dance in the group, which has made several appearances in shopping centers and other schools.

French cookery is a popular study for several weeks in the third-year French classes. One of their major assignments is to prepare and serve a six-course French meal to members of the French honorary group.

A group of 14 students will have a chance to try their French skills when they visit Paris and the French chateau country during spring vacation. Enrollment numbers 175 students in the four-year French program.

—Blade Photo

FLAVORS FROM AFAR—Handmade lace and colorful ribbons adorn the costumes of these Cardinal Stritch High School students, who observed an Ethnic Day in an American studies class recently. The class of 99 juniors studies nationalities and backgrounds of Americans. Representing those of German descent, Mary Galla, left, watches as Becky Zaeff, dressed in Hungarian costume, samples pastry offered by Tony Perlaky, also representing Hungary.

(Figure 3)

BLADE, -
2.7.74

State Approval Sought Of Bilingual Class Plan

Preschool, Kindergarten Pupils Included In City English-Spanish Lesson Proposal

A proposal to begin a bilingual education program for preschool, kindergarten, and early elementary school students in the Toledo public schools has been sent to Columbus for state approval.

Dr. Russell Working, executive director for state and federal programs for the board of education, said that the board is applying for a federal grant of $82,000 to fund the program, which could be implemented by next fall.

The program is designed to promote teaching of English, to Spanish-speaking students and Spanish to English-speaking children.

It was drafted by the school system and approved by advisory council of parents of children of Mexican descent and members of the community who have worked on programs for Americans of Mexican descent.

If approved by the state department of education and the U.S. Office of Education's division of bilingual education, the program would begin as a pilot project at Westfield School on Western and Field avenues, in South Toledo, Dr. Working said.

Pupils with Spanish or English-speaking backgrounds would be taught in their dominant language with introductory courses in the second language. The students would gradually gain enough understanding of the second language to be able to have nonlanguage-related subjects taught to them in the second language, he said.

The goal is to have all students proficient in two languages.

Emphasis in the past has been on teaching Spanish-speaking children English, but not teaching English-speaking children Spanish.

Teachers in the program would not only be bilingual, but also be knowledgeable in the culture of the countries in which the language is spoken, Dr. Working said.

A difference between this program and Head Start, which has taught English to Spanish-speaking preschoolers, is that Head Start is available only to low-income children, whereas the proposed program would be available to all children, Dr. Working said.

Preschoolers would attend school half days and kindergarten students would attend full days. During the first year, the program would be limited to preschool and kindergarten. Plans are to extend it into the first grade the second year that it is in effect, Dr. Working said.

(Figure 4)

BLADE

—Blade Photo

IT WAS GREEK TO THEM—Togas are worn with tennis shoes at Shoreland School as 52 sixth-grade pupils participate in Greek activities. Above, from left, Holly Hartman, Kelly Snyder, and Pam Kowalka prepare to don papier-mache masks they created themselves for their parts in Greek plays written by the students. Social studies classes of Mrs. Inese Underwood had studied ancient Greek culture and decided to translate into tangible form what they learned. Other activities included Olympic games, Greek food, the trial of Socrates, and chariot rides in a wooden vehicle constructed by one of the students.

(Figure 5)

—Blade Photo

BROTHERHOOD LESSON—First and second grade students at Old Orchard School, who have been studying brotherhood in the family and among neighbors and countries, illustrated their reports on foreign lands with pictures they painted of people from different cultural backgrounds. Susie Konop, left, displays a self-portrait, and Tarek Joseph, whose father is from Syria, holds his painting of a Syrian native. Debbie Methany, a University of Toledo student teacher, right, assisted in the project which culminated with a feast of international foods prepared by parents.

Figure 5a

The Blade, 3.23.74

—Blade Photo

GREEK CELEBRATION — Greek Independence Day is today, and pupils of Holy Trinity Greek School took note of the occasion Sunday by donning costumes and presenting a play about the Greek Revolution. From left are Irene Paterakis, 13; Steve Tenedios, 12, and Tere Lampathakis, 14. Steve and Tere hold guns used as props in the play, which followed dinner in the Greek Education Building, 740 Superior St., where the pupils also sang and read poems. All was in Greek.

Figure 5b

The Blade,
3.25.74

Overseas Irish Dine And Dance

—Blade Photo by Don Simmons

THE IRISH WAY. For members of the Overseas Irish Club, it was a St. David's Day dinner dance Saturday evening in Yorkshire Banquet Hall. Mrs. Lawrence Hoffmann, left, and Mr. Hoffmann, chairman of the group, welcomed Brian Pickup, president of the international club, and Mrs. Pickup, who came from Windsor, Ont., for the event. The Highland Borderers, pipers and drummers from Windsor, performed during the evening.

(Figure 6)

BLADE

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Blade Photo by Lee Merkle

Mardi Gras Ball

GERMAN STYLE. The American Turners Mardi Gras Ball called for costumes, and Mrs. Hans Wandscher and Mr. and Mrs. Robert Willets, from left, came dressed for the occasion. Mrs. Willets was chairman of the event held over the weekend in Turners Hall.

(Figure 7)

(Published in The Blade, February 27, 1974)

Muslims Plan Observance Of New Year

Special Services Slated Wednesday At Toledo Center

The Islamic new year of 1394 will be observed by Muslims of the Toledo area community at a special service Wednesday from 7:30 to 8:30 in the Islamic Center of Toledo, 722 East Bancroft St. Reading from the Koran and a sermon will recount the story of Mohammed, born in 571 A.D., and his emigration or hegira in September, 622 A.D., from Mecca to Medina.

Islam does not date its beginning to the birth date of Mahammed, but to the time he emigrated. He was 40 at the time of the Revelations, remained about 12 years in Mecca and emigrated on a date set at Sept. 20, 622. However because of differences in the manner of calculating the lunar and solar calendars, 1974 in the Christian world, is observed as 1394 by Muslims, according to Imam Adil-Al Aseer, spiritual leader of the Toledo Islamic community. Some calendars list this New Year as Jan. 25, but Toledo will observe the new year for Islam as Jan. 23, the Imam said.

CORRECTION

The Islamic Feast of Sacrifice, Eid Al-Adha, observed Jan. 4, commemorates the story of Abraham and Ishmael (or Isma-il) as recounted in the Koran, when Allah, or God, ordered the father to sacrifice his son, Isma-il (the Arabic spelling), Imam Al-Aseer points out. At the last moment, the religious chronicle continues, Allah substituted a ram.

In Moslem (or Muslim) countries, when a ram is sacrificed, one-third is distributed to the poor; one third to friends, and one third remains with the family. A story in The Blade, Jan. 5, incorrectly described Eid Al-Adha as commemorating the Biblical story of Abraham and Isaac.

The eid, or holiday, is a moveable feast. It also commemorates the completion of the revelation of the Koran, and it is a time for the faithful to make thir visit to Mecca, the Holy City. The pilgrimage is known as the hajj.

(Figure 8 - Published in The Blade, January 19, 1974)

Fig.9
(The pageantry of bonnie Scotland are displayed by teenage members of the Highland Lassies)

Fig.10
(A child learns about his ancient Chinese ancestors from his mother)

Fig.11

(From the souvenir of the
International Institute
of Toledo)

The enclosed questionnaire is prepared for an important research project for the study of various ethnic groups in Toledo. Your cooperation is needed for the completion of this project and, therefore, please answer all questions as accurately as you can and mail it to the International Institute of Greater Toledo, Inc., Scottwood within .....

If you have any question and/or suggestion, please call : Miss Risegari, Executive Director, International Institute of Greater Toledo, Inc.

QUESTIONNAIRE ON ETHNIC IDENTIFICATION

Name of the Association .....

Address .....

Your relationship to the above Association (for example, Officer, Member) .....

In your opinion, how many people (adults and children) belonging to your ethnic group are presently living in Toledo ? (Give total figure) .....

How many people belonging to your ethnic group are members of your association ? (Give total figure) .....

State the neighborhoods where people belonging to your ethnic group live in maximum numbers :

(a) North Toledo (be specific) .....

(b) South Toledo (be specific) .....

(c) East Toledo (be specific) .....

(d) West Toledo (be specific) .....

List some main foods used by the people belonging to your ethnic group .....

In your opinion, how often are these foods used as part of their daily diets ? (Answer by check mark)

(a) daily .... (b) sometimes .... (c) never ....

Could you estimate the number of households where the native tongue is spoken ? (Try to give an approximate number) .....

Can their children speak the native language ? (Answer by check mark)

(a) little .... (b) none .... (c) fluently ....

Can their children read in the native language ? (answer by check mark)

(a) little .. (b) none .. (c) smoothly (without interruption ....

Can their children get proper (native language) lessons in community schools ? (Answer by check mark)

(a) little .... (b) none .... (c) some ....

List the important national (ethnic) celebrations which are generally observed by the people belonging to your ethnic group .....

..... Date .....

.....

List the important religious practices which are generally observed by the people belonging to your ethnic group .....

..... Date .....

.....

- -

APPENDIX II.

APPENDIX II.

The functions of the International Institute of Greater Toledo, Inc.

The International Institute of 2040 Scottwood Avenue, Toledo, Ohio is one of 36 social agencies in the United States and Canada affiliated with the American Council for Nationalities Services (ACNS).[68] It has the task of helping both immigrants and non-immigrants in their problems of adjustment in the community and in sharing with their fellow human beings a different ethnic culture and history. The Institute building provides a social service and activities center for individuals and groups in the Lucas-Wood-Ottawa County area as well as southeastern Michigan. It is supported by the Community Chest for 75 percent of its budget, the balance to be raised by itself. Its main objectives[69] are :

(a) to provide counselling and assistance to individuals seeking help with social technical problems relating to immigration and citizenship. Factors most frequently encountered are communication, monetary

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[68] See page 129

[69] From the International Institute's Souvenir.

explanations, family problems, vocational adjustment, school referrals, employment counseling, health and welfare referrals.

(b) to promote intergroup understanding and communication across ethnic and racial lines, an essential part of maintaining harmonious relations in the community.

(c) to help bridge the gap between "foreignness" and "acceptance" of the newly arrived foreign born and ease them into a better social adjustment in the community.

(d) to serve requests for supplemental assistance precipitated by language barriers. This includes court interpreting, hospital assistance, translation of official documents and correspondence, visitor assistance. The Institute serves as a referral center for the scores of telephone inquiries received daily on any and all matters having international implications from "Pen Pals" to foreign adoptions. Industry has found it particularly useful to have a certified translation agency on its doorstep. Classes in English and Citizenship are taught by Institute volunteers or through curriculum instruction provided by the Toledo Board of Education, Basic Adult Education Division at the Institute.

(e) to emphasize family-type activities for the members including the initiation of children's Folk Dance classes in addition to adult folk dance instruction and cultural programs in connection with the monthly nationality lunches and dinners. Two popular annual affairs are the Awards Dinner and Queen Pageant and the Members' Picnic. Two public events honoring ethnic heritage are sponsored annually, the "International Festival" in May and "Christmas Around the World" in December.

Publicity - The publicity is generated by WGTE-TV Channel 30, an one-hour color telecast of "Christmas Around the World," "The Blade," full-page articles on the Institute's Visitor Hospitality Services, the International Forum, the English Program and the Institute.

Officers and staff

The staff	:	Executive Director Immigration Caseworker Administrative Assistant Office Secretary Bookkeeper-typist Evening Attendant
Officers and Board of Directors	:	President First Vice-President Second Vice-President Recording Secretary Corresponding Secretary Treasurer

The members of the Board are elected; these are eighteen as per International Institute's 1973-statement.

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American Council for Nationalities Service (ACNS)

It is a national non-profit voluntary social welfare agency, incorporated under the laws of the State of New York. Its work is fifty years old. Some of the basic objectives of ACNS are :

> "To promote American unity, develop understanding and closer association between the different ethnic and racial groups.
>
> To promote among Americans familiarity with other peoples and cultures.
>
> To help the immigrant and refugee solve his special problems of adjustment.
>
> To assist the newcomer to understand American life and institutions. [70]

ACNS work to fulfill these objectives through its 36 member agencies and a broad program of national services.

Its member agencies, usually called International Institutes or Nationalities Service Centers, are centers of service and fellowship for all nationalities. They are located in 36 cities where large members of

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[70] Ethnic Heritage Studies Centers ACT (H.R.14910) Testimony before the General Subcommittee on Education. J. Frank Dearness. American Council for Nationalities Service, 20 West 40th Street, New York, N.Y. 10018.

foreign born are concentrated - from Boston and Philadelphia to Detroit, Cleveland and Chicago and on to Los Angeles, San Francisco and Honolulu.

Generally, in their own buildings they have staffs who speak foreign languages, provide the newcomer with needed information and assistance, including technical-legal guidance on immigration and naturalization, and case work counselling around problems of adjustment. Clubs and classes are conducted and they carry forward community programs and activities aimed at better intergroup understanding. Many offer classes in English language and citizenship in cooperation with local boards of education.

In addition, through its New York headquarters ACNS reaches newcomers throughout the country by means of foreign language press and radio. It also maintains a variety of national services and publications which benefit the foreign born and assist hundreds of communities.

ACNS endorses Ethnic Heritage Studies Centers Bill (H.R.14910) - On January 22, 1970, the Board of Directors of ACNS, after careful study, voted to endorse and support the general princi-

ples and objectives of the Ethnic Heritage Studies Centers Bill. The Board commends the intent of the Bill and feels it can provide a positive force in reducing intergroup conflict and ethnic alienation.

> "It is essential that all minority groups be given an opportunity to develop a positive sense of identity, a good feeling about who they are. ..... This is true, not only for Black Americans but for all other ethnic groups as well. If social progress is to continue and racial polarizations reduced, it is important that government recognize and respond to the legitimate concerns of ethnic America. H.R.14910 can be an important first step in that direction.[71]

ACNS has a strong historic commitment to the concept of ethnic studies and the need to expose all Americans, especially yound people, to the many ethnic groups which have played such an important role in the development of this nation.

Throughout its 50 year history, ACNS has worked to help integrate the foreign born into the mainstream of American life and to encourage intergroup cooperation and understanding. In pursuing these ends it has attempted to build on the strengths and values of the different cultures which immigrants have

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[71] Ibid.

brought to the United States. ACNS has recognized :

> "..... before an individual can successfully compete in mainstream America, he must possess a positive self-image, a good feeling about who he is and a strong sense of self-worth. An important source of strength and self-identity lies in an individual's cultural heritage and its positive recognition by the broader community.
>
> This is true for all minority group members - foreign and native born. To be an American should not mean divesting oneself of his cultural identity and his historic roots in a common set of values and customs. These can provide a source of pride and strength which stimulates personal growth and achievement.[72]

ACNS and its 36 member agencies have traditionally provided opportunities for ethnic groups to acquaint each other and the broader community with the unique characteristics of their culture and the contributions each has made to the enrichment of American society. ACNS has encouraged the recent upsurge of interest and pride of all nationality and racial groups in their backgrounds and heritages. It has over the years sponsored a large number of programs designed to highlight the varied accomplishments of different cultures in this country because it believes that ethnic studies programs can play an important role in

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[72] Ibid.

improving intergroup relations. They can help all Americans to better understand their own history and develop greater group pride. ACNS believes that ethnic studies programs can also help overcome traditional stereotypes and achieve greater respect for all Americans and should be a basic component of the educational program for all students.

> "This goal can only be achieved with the help of federal resources and the recognition on the part of the federal establishment that America's nationality groups warrent full recognition for their historic and current contributions to American life."[73]

Activities of other member agencies of ACNS - Member agencies of ACNS provide a wide range of specific programs related to individual nationality groups. Various types of cultural events aimed at highlighting a particular ethnic group are part of their ongoing activities as well as the development of ethnic clubs aimed at preserving particular aspects of a foreign culture.

Among its offers to promote greater intergroup understanding ACNS currently co-sponsoring a Black Studies Institute Series, in cooperation with the Black Heritage Association. Panels of white and black

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[73] Ibid.

leaders explore various aspects of African history, the black experience in America, civil rights, etc.[74] For a number of years a program called the American Common focused on different aspects of specific cultures and brought broad cross sections of the New York City population together.

With the assistance of ACNS several member agencies have engaged in extensive ethnic studies programs in cooperation with local school departments. As one example, the International Institute of Detroit has developed a program for children in social studies classes in the suburban schools around Detroit.

> "The children are bussed to the International Institute, where they spend the entire day learning about one particular culture. They meet and talk with people from the country, are exposed to folk arts and artifacts, eat a typical meal from the country, and by the end of the day have a much better understanding about the particular ethnic group and its traditions and contributions to America. The Institute hopes to include the Detroit public schools in this program, but at the moment there are no funds available to bus the children to the Institute's headquarters. The Ethnic Heritage Studies Centers Bill would make this type of experience available to all children rather than just the limited number who can now participate."[75]

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[74] Ibid.

[75] Ibid.

In addition to work with the students the Detroit Institute also conducts an ongoing teacher training program for social studies instructors from Detroit and neighboring school departments. This program is designed to train teachers in ethnic studies.

> "The Detroit programs have been highly successful and teachers report that the programs help create greater respect for each other's ethnic heritage among students. The Detroit experience helps to highlight the need for a comprehensive national effort to expose every youngster to the varied cultures which make up the fabric of American society and which H.R.14910 would make possible."[76]

In Philadelphia, the Nationalities Service Center, another ACNS member agency, has developed an experimental World Cultures course, in cooperation with the Catholic Archdiocesan Superintendent of Schools and the Philadelphia Board of Education. Two schools are currently involved - William Penn Girls High School and John W. Hallahan Catholic Girls High School. Considerable interest has been generated and several additional schools have indicated interest in the program.

> "Classes are programmed five days a week and include weekly joint meetings of the

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[76] Ibid.

> classes from each school at the Nationalities Service Center. In order to examine similarities as well as to make differences more understandable, various aspects of world cultures are explored simultaneously and a variety of teaching aids and materials are being developed. It is hoped that eventually a similar program will be available to all school children in Philadelphia."[77]

ACNS strongly believes in the value of ethnic studies programs for school children and supports the principles and objectives of the Ethnic Heritage Studies Centers Bill. It believes that intergroup relations are improved when individuals respect themselves and others and when each group is given recognition and its positive accomplishments and contributions are acknowledged.

> "Ethnic studies are a proper subject for inclusion in school curricula and the Ethnic Heritage Studies Centers Bill can make such courses more meaningful and relevant and with some modification should be enacted into law."[78]

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[77] Ibid.

[78] Ibid.

FINANCIAL STATEMENT
GENERAL OPERATING STATEMENT
FOR THE YEAR 1973

Receipts:		
Community Chest	$38,100	
Program Service Fees	4,344	
Special Events	2,064	
Int'l Festival	6,131	
Memberships	3,610	
Other	2,242	
TOTAL INCOME		$56,491
Disbursements:		
Salaries	$38,972	
Employee Benefits	6,011	
Occupancy	3,869	
Supplies	2,454	
Postage	1,059	
Activities Rel. to Agency	3,502	
Other	712	
TOTAL DISBURSEMENTS		$56,579
Recapitulation:		
Net (Excess) of Operation		$ (88)
Add: Difference in Deduction Accts.		296
Add: Cash Beginning of Period		1,007
TOTAL CASH PER BOOKS		$ 1,215

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LIABILITIES

Federal Income Tax Withheld	$ 535	
FICA Withheld	199	
FICA (Institute share)	199	
Toledo City Tax	155	
Ohio State Tax	69	
TOTAL LIABILITIES		$ 1,157
NET WORTH (ASSETS LESS LIABILITIES)		$57,625

1973 FESTIVAL OPERATING STATEMENT

Income:		
Admission Tickets	$39,038	
Exhibits	14,847	
Souvenir Program	3,493	
TOTAL RECEIPTS		$57,378
Disbursements:		
Arena	$ 6,033	
Entertainment	4,432	
Exhibits	7,482	
General	12,874	
Souvenir Program	3,467	
Miscellaneous	2,513	
TOTAL DISBURSEMENTS		$36,801
		20,577
Shared Profits-Ads & Tickets		1,953
Coordinator Fee (RTR)		5,000
NET PROFIT FOR 1973 FESTIVAL		$13,624
PROFIT DISTRIBUTION AS FOLLOWS:		
10% Contingency Reserve	$ 1,362	
45% Operating Fund	6,131	
45% Capital Fund	6,131	
TOTAL DISTRIBUTION OF PROFITS		$13,624

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STATEMENT OF CONDITION - AS OF DEC. 31, 1973

ASSETS

Cash:		
Checking Acct. - Regular	$ 1,215	
Checking Acct. - Festival	2,900	
Savings Acct.: Regular Capital	26,262	
Capital Reserve	4,496	
Total Cash		$34,873
Advances to 1974 Festival		2,900
Prepaid Expenses		110
Fixed Assets (Land, Bldgs, Eqpt.-Net)		20,969
TOTAL ASSETS		$58,852

THE OHIO NEWS BUREAU COMPANY
Cleveland, Ohio, 44115
First Clipping Bureau In Ohio

Austrian Dinner Featured At International Institute

An authentic Austrian dinner and program will be given on Sunday evening, Jan. 21 by the Austrian Verein, 5:30 p.m., at the International Institute of Greater Toledo, Inc., 2040 Scottwood Ave. Under the fine direction of Mrs. Sophie Rapp, president of the Verein the meal will consist of wiener schnitzel (breaded veal steak), buttered parsley potatoes, sweet green peas, mixed green salad, half peach, homemade rolls butter, coffee/tea, and bisquitt torte (with chocolate-butter frosting). Mrs Rapp is well remembered for her Vienna Corner Restaurant located on Sylvania and Holland - Sylvania Rds. The public is cordially invited to attend. Donation is $3.25 and $1.25 for children under 12. Reservations must be made by Thursday, Jan. 18. Call 241-9178. A slide program will follow the dinner with narration by Mr. Stephen Winkler.

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All-German program at Zoo Theater

TOLEDO—The fifth and last Sunday of the 16th Annual "Christmas Around the World" features an all-German musical program in the Zoo Indoor Theater, with stage performances at 2 and 3 p.m. and, as a special attraction, a German bake and food sale.

The program will feature singing by the Teutonia Men's and Women's Choir of the American Turners Society. Authentic Old World recipes will be sold at the Sunday bake sale in the Jungle Room.

"Christmas Around the World" is an exhibit showing the holiday traditions of 22 countries, sponsored by the International Institute. The displays are in the Zoo Museum for public viewing from 10 a.m. to 4:30 p.m. daily through Jan. 3. Admission to the exhibit area and to the live shows is free.

Jan. 9 1974
W. T. H.

Ethnic luncheons set for January

In the month of January the International Institute of Greater Toledo will present two outstanding nationality meals.

The dinner Jan. 13 prepared by the Hungarian Club will consist of stuffed cabbage, Hungarian chicken with dumplings, hard bread and an assortment of

The second nationality meal will be given Thursday, Jan 24 at noon at the Int'l Institute. It will be prepared by the Bulgarian Macedonian Cultural Society

Jan. 1974

International Purpose

Toledo-born William W. Hostetter is president of the International Institute. Mr. Hostetter, who is the University of Toledo's bursar (that's a money collector, son), is of Swiss ancestry and has an appreciation of the get-togethers of various nationality groups. He is striving to improve the financial base of the institute, along with its already favorable community image. "We don't want people to have the idea that all we do is put on colorful costumes, slap our knees, and dance," Mr. Hostetter said. "After all, the main purpose of the International Institute is to help the foreign-born who settle in this region." In this connection, the institute has helped in the processing of 1,690 applications for citizenship.

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Toledo Foreign borns

140.

	SMSA** 1970	SMSA** 1960	✓ Toledo 1970	Toledo 1960
United Kingdom	4,858	6,500	2,923	4,667
Ireland	1,955	2,490	1,382	2,137
Norway	334	357	225	246
Sweden	665	771	371	521
Denmark	256	401	213	270
Netherlands	260	382	134	175
Switzerland	1,078	1,515	675	991
France	802	1,133	534	851
Germany	15,886	21,443	10,278	16,027
Poland	14,642	19,347	11,648	16,044
Czechoslovakia	1,931	1,877	850	1,444
Austria	1,569	1,567	869	1,176
Hungary	4,237	5,147	2,561	4,091
Yugoslavia	837	507	313	375
U.S.S.R.	2,205	2,578	1,499	1,942
Lithuania	441	540	279	417
Greece	774	1,015	615	814
Italy	3,585	2,983	1,776	2,109
China	150	(NA)	150	(NA)
Japan	204	(NA)	147	(NA)
Canada	6,212	6,940	3,361	4,934
Mexico	2,506	2,228	1,507	1,728
Cuba	145	(NA)	145	(NA)
Other America	341	504	202	377
	p. 377*	(p. 340)	p. 383*	(p. 344)

1973 Census Data Prepared by ANN & Tim Gillon of the Social Science Dept., Tol.-Lucas County Library, April 1973.

)MPARISON CENSUS FIGURES--1970 AND 1960

[. POPULATION WITH ETHNIC BACKGROUND

New Citizens Underline Opportunities Of U.S.

Three From India, Poland, Iran Speak At Naturalization Rite In U.S. Court

The opportunity for jobs, freedom, and security offered by the United States was cited in three speeches given today by new citizens as part of naturalization ceremonies in U.S. District Court.

Rajendra Joshi, a native of India and seven-year resident of the United States, said that the security offered by such government programs as Social Security and Medicare means that "I do not have the pressures my parents back home now face as they reach retirement."

"Even though I, too, have complained of the rate of my taxes at times," Mr. Joshi wrote in a prepared text, "I feel pleased to know that some of this money is going to help me and my family in such things as our schools and highways."

A native of Poland, Oscar Kenig, noted in his prepared speech that he turned to the United States after losing a 20-year job and being forced to sell his possessions to support his family.

"I have found open doors and the chance to rebuild my life," Mr. Kenig said, "and have a hope for a future for my children."

Mr. Kenig said he has long admired the United States' freedoms and wants, "within my limits, to contribute to its progress."

Hooshang Mahnami, a native of Iran, said that he decided to become a U.S. citizen because of the opportunity for success.

"In my opinion, you can succeed in your life in this country better than in any country in the world if you wish to apply yourself and work hard," he stated.

He pointed out that the United States was built by immigrants, and said "I must do my share and like a good citizen get involved with improving, building, and restoring the country."

Judge Don J. Young presided over the ceremonies.

The 44 Toledo and northwestern Ohio residents who became citizens today are:

China — Rose Horwitz, of Findlay; Yuk Lee, of 3509 Monroe St., and Sam Jung, of 1938 Sylvania Ave.

India — Rajendra Joshi, of 2944 Iroquois Dr., Oregon; Noginder Virdi, 5924 Comet Ave., and Raj Gopalan and Shanti Gopalan, both of 7128 Grenlock Dr., Sylvania.

Poland — Oscar Kenig, of 2313 Broadway, and Richard Wierzbicki, of 1510 Wildwood Rd.

Iran — Hooshang Mahnami, of Huron; Hossein Rahimi-Keshari, of 6532 Orchard Dr., Sylvania, and Abdolreza Amirjahed, of 2239 University Hills Blvd.

Uganda — Jaswant Virdi, of 5924 Comet Ave.

Philippines — Amado Abaya, of 2570 Oakwood Ave.; Ofelio Bucsit, of Marion; Irene Pasquin, of Tiffin, and Efren Martin, of Bowling Green.

Greece — Eugenia Matthews, of 5837 Suzanne Dr.; Stratos Kourous, of 3236 Collingwood Blvd.; Skevos Pastrikos, of 502 Mulberry St., and Afroditi Kourous, of 3236 Collingwood Blvd.

Austria — Maria Armstrong, of 2611 Westbrook Dr.

Canada — Viola Dillon and Lawrence Dillon, both of 2732 131st St.; Helen Collins, of Fostoria; Josephine Paget, of Perrysburg; Lillian Rogers, of Norwalk; Peter Ladriere, of 2724 River Rd., Maumee, and Ronald Kerdil, of 2740 Laskey Rd.

England — Jame Bublitz, of Port Clinton.

Lebanon — Mohsinah Deen, of 4217 Rose Garden Dr.

Korea — Myong Gray, of 1905 Tracy Rd., Northwood; and Kum Mohr, of Defiance.

Germany — Guenter Klose, of 1834 Brussels St., and Hannelore Hettesheimer, of Salina.

Jamaica—Devon Small, of 2922 Nebraska Ave.; Jess Woodhouse, of 2464 Talmadge Rd.; and Vera Jones, of 2924 Collingwood Blvd.

Lithuania — Terea Bibeau, of 3626 East Point Rd., Northwood.

Hungary — Louis Mezaros, of 1805 Mulberry St.

Italy — Anna Legeti, of 1747 Milroy Ave.

Mexico — Florentino Chavez, of Defiance, and Estela deLacruz, of 3456 Stickney Ave.

Korea — Hwaja Hyde, of Pandora, O.

BLADE
2.22.74

"CHRISTMAS AROUND THE WORLD"
POLISH TREE

DANCERS
UKRAINIANS, CZECHS, ETC.

Ethnic Agency Reorganizes

Mexican-American Unit Now Smaller

The committee on Mexican-American affairs that advises Toledo municipal officials on matters concerning the Spanish-speaking community has reorganized into a smaller group.

The committee was organized in January, 1972, but internal differences limited its activities. Mrs. Carmen Morales, committee secretary, said its problems are now behind it, and it will begin to function agressively on matters concerning Spanish-speaking residents of Toledo.

Celso Rodriguez will serve as chairman, replacing Daniel Andrade, who resigned. Gilberto Revilla is vice chairman.

All 12 members of the committee are among those who were appointed two years ago. In August, 1973, Juan Garcia, Oscar Gonsalez, and Guadaloupe Flores also resigned.

Two of the original 19 members were removed by the committee during 1973, for alleged excessive absences from meetings. They were Felipe Lopez and Raymond Pacheco.

One other member, who was not identified, resigned, bringing the size of the committee to 12.

At its reorganizational meeting the committee endorsed positions favoring city-backed rehabilitation loans, urban homesteading, and relocation benefit program.

BLADE
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LIVELY DANCE PERFORMANCES OF NORTHERN MEXICO

TRADITIONAL GOWNS OF KOREAN WOMEN

Traditional costumes

1. Islamic Center
2. Czech
3. Scandinavian
4. Japan
5. India
6. Korea
7. Bulgarian-Macedonian
8. Hungarian

THE OHIO NEWS
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PERRYSBURG MESSENGER
JOURNAL
PERRYSBURG, O
W - CIRC. 2,870

DEC-30-73

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Dutch Family to perform Sunday at Christmas Around the World

The Wevers Family will headline the live show presented Sunday, December 23, as a feature of Christmas Around The World, in the Toledo Zoo Museum. Alcon from Indonesia and his wife Trude from the Netherlands and their four daughters, each playing several instruments, are able to sing in 12 different languages. That Sunday they will surprise the audience with a selection of Christmas songs and folk songs in French, German, Dutch, Spanish and Malaisian.

Other performers for this attraction sponsored by THE INTERNATIONAL INSTITUTE OF GREATER TOLEDO and the TOLEDO ZOOLOGICAL SOCIETY are the Kolo Igranje Balkan Dancers and La Fiesta Mexicana Dancers. Mr. Ted Walinski will be Master of Ceremonies for the 2 p.m. and 3 p.m. live shows in the Zoo Indoor Theater. This Sixteenth Annual presentation of Christmas Around The World is attracting greater crowds than ever to see the holiday displays of twenty-two countries. Delicious nationality foods offered for sale on Sunday will include Mexican tacos prepared by Los Colores Folkloricos and Christmas pastries and other specialties by the Scandinavian Club.

The public is cordially invited to see this fine Christmas event. The Toledo Zoo and Museum are open daily 10 a.m. to 4:30 p.m. There is no charge for the Christmas Around The World display area or theater performances.

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MONROE EVENING
MONROE, MI
M - CIRC. 2,331

DEC-29-73

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German Music Featured At Zoo Program

The fifth and last Sunday of the 16th Annual "Christmas Around The World" features an all-German musical program in the Zoo Indoor Theater, with stage performances at 2 p.m. and 3 p.m. and as a special attraction, a German bake and food sale.

The December 30 program will feature singing by the Teuronia Men's and Women's Choir of the American Turners Society. Directing the program will be George Wandscher. Victoria Brown, 1973 International Festival Queen, will act as Master of Ceremonies. Authentic Old World recipes will be sold at the Sunday bake sale in the Jungle Room.

"Christmas Around The World" is a spectacular exhibit showing the holidays traditions of 22 countries, sponsored by the International Institute. The displays are in the Zoo Museum for public viewing from 10 a.m. to 4:30 p.m. daily through January 3. Admission to the exhibit area and to the live shows is free.

Handmade Flowers - POLAND

A boy from the Reys-Cairo's (members of the International Folk Dancers) demonstrates a dance from the Balkans while his parents and sister join in.

Hungarian costumes worn in special events.

Ornamental pieces (Scandinavians - Norway, Sweden, Finland, Denmark and Iceland)

Vesele' Vanoce!

CZECHOSLOVAKIAN CHRISTMAS. Among the 72 different nationality displays at Christmas Around The World is the Czech tree produced by International Institute members Mrs. Vlast Francel, Mrs. Anne Botek, and Mrs. Rose Sperlik. Colorful stage shows and bake sales are added Sunday attractions through Dec. 30 in the Toledo Zoo Museum. There is no charge. photo/RALPH CLOSE

Heritage—

There are those among us who prefer to forget their ancestry and their roots. They feel that by changing their names and forgetting whence they sprang, they will by their anonymity lessen the Anglo-Saxon prejudices against all that is foreign. There is some validity in this line of thinking. We have all felt this prejudice in one form or another on more than one occasion.

Yet when you come to the realization that this prejudice is based on heritage itself you begin to take a different view of your own background. The Anglo-Saxon prejudice is based on the fact that they feel a mite superior by having arrived to these shores sooner—but did they? The Spaniards, the French, the Dutch, Swedes and even the Poles arrived to these shores before the Mayflower. Further, not everyone on the Mayflower carried the best of credentials!

Alliance Francaise, TU To Show Film

The French film, "Les Enfants du Paradis" will be shown in the University of Toledo Dana auditorium Sunday at 2 p.m.

The showing is sponsored by the TU department of foreign languages and the Alliance Francaise of Toledo.

International Institute Sees 1974 Laden With Activities

Group Gearing Up For Bicentennial, Seeking New Home, Expanding Programs

The International Institute of Greater Toledo, Inc., will spend 1974 gearing up for the national bicentennial celebration two years away, improving and expanding ongoing programs, and continuing the search for new facilities, Charmian Risegari, executive director, said.

An organization of continually broadening activities, the institute, housed in a remodeled mansion at 2040 Scottwood Ave., has been in need of larger headquarters for some time. Institute officials actively have been seeking new facilities for more than a year.

Donald Dobbs, chairman of the expansion committee, said that institute members had hoped to acquire a one-story factory building at 40 Main St., purchased by the city as part of its Riverfront East Parkland project. But slow-moving negotiations with the Penn Central Transportation Co. which owns about 57 acres of the surrounding land, have made acquisition impossible, he said.

Families Enlisted

"While we are in dire need of new facilities and are investigating other possibilities, we're at a standstill right now," Mr. Dobbs said.

To prepare for 1976 when large numbers of foreign visitors are expected in Toledo, the institute will enlist more families to act as hosts for overnight international guests. The institute also will be setting up orientation programs for host families to help them entertain the visitors.

This year the institute will be working on expansion of a center for ethnic heritage studies to be operated in cooperation with the Board of Education of Toledo, the University of Toledo, and the Members' Ethnic Advisory Council of the International Institute, which was formed in 1973.

Immigration Aid

Miss Risegari said the formation of the advisory council was the beginning of the heritage studies program, but in 1974 the institute will be compiling curriculum guidance materials for students and seeking federal funding to promote the study with the public.

Immigration services for aliens settling in Toledo have become increasingly important at the institute, Miss Risegari said. To inform the institute and other institutes in the country of additional services which can be provided, the National American Council for Nationalities Service, to which 40 international institutes in the United States belong, will hold a two-day seminar in Toledo March 15 and 16.

Toledo was selected as the host city because of its central location in the midwest where most of the country's international institutes are located.

As in every year, 1973 was filled with international guests in Toledo who depended upon the institute for assistance.

Dancers Visit

Toledo was among five U.S. cities visited by the Serbo-Croatian Tamburitzans, a musical group of 50 Yugoslavs sponsored by the Smithsonian Institution. The entertainers performed here in July and were lodged in private homes at the arrangement of the International Institute.

The institute also arranged for the accomodations in private homes of 100 French singers, called the Little Singers of the Cross of Lorraine. The performers ranged in age from 8 to 18 and came to the city during the summer.

The institute also was host to 30 Japanese educators who were in the United States to study elementary education.

Classes Offered

In addition to the large groups, many individuals from foreign countries took advantage of the institute's guest services, Miss Risegari said.

The institute also has become known for the English classes it offers, and in the past few years they have grown considerably, Miss Risegari said.

Awareness of the classes moves slowly among non-English speaking individuals who cannot read the newspaper to be informed of them, but the information is spreading by word of mouth, she said.

In 1973 two teachers taught four classes with approximately 20 people enrolled in each class, Miss Risegari said.

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They're carrying on Czech traditions

From left are Nancy Konecny, John Beckman, Marcia Beckman and Joey Konecny. The children will appear with "The Czech Dancers of Metamora" in a performance in the Christmas show to be given Sunday afternoon at the Toledo Zoo.

Bowling Green children performers in Czech songs and dances on Sunday

151.

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Dancers Perform at Zoo

Among the 22 different nationality participants in "Christmas Around the World" are these Bulgarian Macedonian Young Dancers, one of the many performing groups to be seen Sundays through Dec. 30 in the Toledo Zoo performances and Christmas tree displays from around the world.

Rites Of Citizenship Become Family Affair

3 Of Burgoon Farm Couple's 6 Adopted Children Naturalized In U.S. Court

Citizenship became a family affair today for the Charles Hammers, of near Burgoon, O., when three of their six adopted children became naturalized Americans.

The ceremony for Patricia Marie, 11; Donald, 9, and Daniel, 12, all natives of Germany, was something of a repeat performance for the parents since another adopted son, from Italy, was naturalized eight years ago.

Mrs. Hammer said she and her husband, a farmer in the Sandusky County area south of Fremont, agree that the children have been in the United States for so long, "they don't know much else."

The Hammers, whose adopted children include two of American origin, adopted Patricia and Donald together when the children were 2 and 3, respectively. Daniel, half brother to the older children, was 14 months old when he came to the family.

U.S. District Judge Nichoas J. Walinski presided over the naturalization ceremonies today.

Among the new citizens is Mrs. Lucia Newman, of 516 Deline Dr., who came to this country as an exchange student from Uruguay four years ago. She attended Maumee Valley Country Day School and eventually met her husband, Richard, who was a student at Rogers High School. The couple were married later in Mrs. Newman's native country.

Evzena Kellner, of 3617 Plum Tree Ct., a native of Czechoslovakia, became a citizen today and will be a bride tomorrow. She will marry William Jameson, of Kalamazoo, Mich., son of Mr. and Mrs. Robert Jameson, of 2035 Giant St. Miss Kellner is a student at the University of Toledo. Mr. Jameson was graduated from the TU college of law in 1973.

Listed by country of origin, the 24 northwestern Ohio residents who became citizens are:

Cuba — Dial Alvarado, of 448 Bryant St.

Philippines — Corazon and Artemio Guillermo, of Bowling Green, and Irene Pasquin and Norma Fernandez, both of Tiffin.

Lebanon — Evelyn Corey, of 1228 Superior St., and Faouzi Eid, of 3327 Morrell Dr.

Canada — Barbara Paget, of 166 Sherman Pl., Perrysburg.

Greece — Dimitrios Xanthakos, of 1919 Dority Rd.

Germany — Brigitte Brady, of Ney; Ulrich Ewert, of 2617 Broadway, Brigitte Maynard, of Defiance, and Daniel, Patricia, and Donald Hammer, of Burgoon.

Iran — Ahad Dastmalchian, of 2350 Brownlee Dr.

Czechoslovakia — Evzena Kellner, of 3617 Plum Tree Ct.

China — Jennifer Lee, of 2022 Giant St.

Italy — Alberto Leonardi, of 2719 Sherbrooke Rd.

Uruguay — Lucia Newman, of 516 Deline Dr.

Mexico — Pedro Alvarez, of Fremont.

Great Britain — Carol Romstadt, of 2290 Ruthanne Dr., and Samuel Price, of 294 Wakefield Pl., Oregon.

Korea — Kim Kurz, of Wakeman.

Published in the BLADE - 26.4.74

—Blade Pho

CHILDREN LEARN JAPANESE DANCE TO BE PERFORMED AT CHERRY BLOSSOM FESTIVAL

Mrs. McCann teaches steps in a rehearsal at Sylvania First Christian Church

TOLEDO, OHIO, FRIDAY, APRIL 26, 1974

Published in the BLADE,
See next page for details.

Toledo Area Gets Own Cherry Blossom Festival

Japanese Culture Group Hopes May 5 Event Will Become An Annual Affair

A Cherry Blossom Festival, which sponsors hope will become an annual public event, will be staged in Olander Park, Sylvania, May 5, under auspices of the Japanese Culture Society.

Planting of Japanese cherry trees will highlight the festival which will run from 1 to 5 p.m. in the park off Sylvania Avenue.

There will be Japanese singing and dancing, serving of Japanese foods, and crowning of a Cherry Blossom Queen.

Planting of the cherry trees will revive a ceremony held in April, 1971, to honor the late Kisaburo Kato, a former Toledo merchant, who had died in 1969 at the age of 80.

Mr. Kato's widow, Hatsumi, had wanted to leave a living memorial to her husband in Far East tradition so she donated the trees which were placed in the yard of Mrs. Charles McCann in Sylvania.

Nearly 100 officials from the Sylvania and Toledo area as well as friends of the McCann and Kato families attended the ceremony in Sylvania. Each guest was invited to take part in tree planting.

Mrs. McCann, a past president of the Japanese culture Society, suggested that the trees be transferred to Olander Park where the public will be able to enjoy them.

The 10 trees from the McCann yard and several others will be planted in the park, according to Rev. Hiroshi Noizumi, pastor of Sylvania First Christian Church and president of the local society. Mrs. Kato, now of Chicago, will attend the program, he said.

Queen To be Chosen

A queen will be chosen from among applicants 18 to 23 years old. Selection will be based on scholastic achievement talent, and grace, Mr. Noizumi said. A scholarship and other prizes are to be donated by businesses. Application forms are available from the Sylvania recreation department. The deadline for applying is April 29.

The society held its first festival last May. It was a cultural program at the church, largely for members.

Mr. Noizumi said the society is a nonpolitical, nonsectarian and open to anyone interested in Japanese culture. About 40 families now belong. Purposes of the group are to encourage fellowship among persons of Japanese culture.

The group, which meets in Mr. Noizumi's church on Alexis Road, frequently has provided help and hospitality to Japanese tourists and businessmen. Members also serve as tanslators and interpreters.

Came To U.S. In 1917

Mr. Kato, who came to the U.S. in 1917 had operated importing businesses in San Francisco and Chicago, returns in 1957.

He came to Toledo in 1966 to close out the Tokyo Gift Shop.

In 1966, he came out of retirement and moved to Toledo after the death of a friend, Ken Kawamura, who had operated the gift shop on Superior Street for 28 years. Mr. Kato wanted to maintain a Japanese shop in Toledo so he stayed here until his death in 1969.

Nuns Sponsor Event Scheduled Sunday

The 15th annual Cherry Blossom Festa, sponsored by the Ursuline Sisters, will be held Sunday from noon to 9 p.m. in St. Ursula Academy on Indian Road.

This year a British theme will be featured along with antique and white elephant sales and dancing.

APPENDIX III.

FESTIVALS OF INDIA AT A GLANCE

Month/Date	Festival	Place of Celebration
January 1	*New Year's Day*	Mainly in cities throughout India
January 26	*Republic Day*	Throughout the country, especially in New Delhi and State capitals
January	*Thyagaraja Festival*	In Madras and Andhra Pradesh
January	*Pongal*	In Madras and Andhra Pradesh
January	*Lohri*	In Punjab and Haryana
January	*Bhogali Bihu*	In Assam
January	*Gangasagar Mela*	In Bengal
February/March	*Vasanta Panchami*	Throughout India, especially in northern and western India
February/March	*Shivaratri*	Throughout India
February/March	*Holi*	Throughout India, especially in northern India
February/March	*Teppam*	In Madras
February/March	*Ramakrishna Utsav*	Mainly in Bengal
March 21	*Jamshed Navroz*	Throughout India, especially in Maharashtra
March/April	*Mahavira Jayanti*	Throughout India, especially in Gujarat
March/April	*Good Friday*	Throughout India
March/April	*Easter*	Throughout India
March/April	*Nau Roz*	In Kashmir
March/April	*Rama Navami*	Mainly in Uttar Pradesh
March/April	*Dol Purnima*	In Bengal
March/April	*Gangaur*	Mainly in Rajasthan
March/April	*Brahmotsavam*	In Madras and Andhra Pradesh
March/April	*Vishu*	In Kerala
March/April	*Christian Mela*	At Mehrauli near Delhi
March/April	*Car Festival*	At Mathura in Uttar Pradesh
April	*Jawalamukhi Fair*	In Himachal Pradesh
April	*Tamil and Telugu New Year's Days*	In Madras and Andhra Pradesh
April	*Car Festival*	In Madras
April 14	*Naba Barsha*	In Bengal
April/May	*Vaisakhi*	Mainly in Haryana and Punjab
April/May	*Buddha Jayanti*	Throughout India
April/May	*Gora and Rongali Bihu*	In Assam
April/May	*Madurai River Festival*	In Madras
April/May	*Pooram*	In Kerala
	*Shab-e-Barat**	Throughout India
	*Id-ul-Fitr**	Throughout India
	*Id-ul-Azha**	Throughout India
May	*Jaitha Ashtami*	In Kashmir
June	*Mela Hemis Gompa*	In Kashmir

*This can occur in any month of the solar calendar.

Continued →

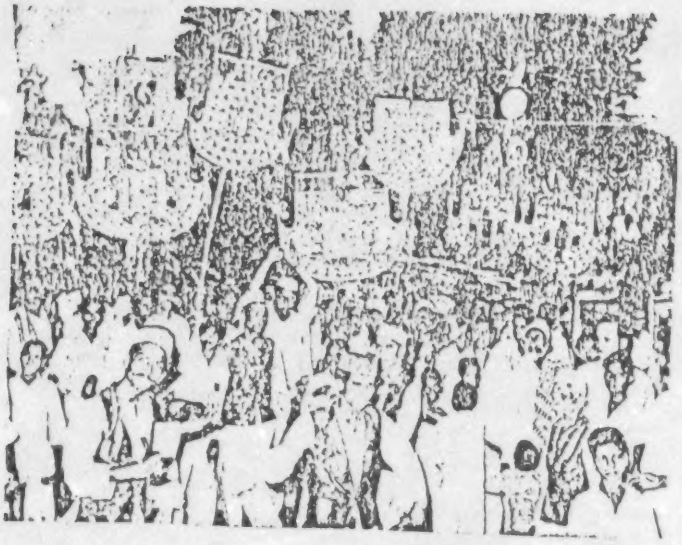
Festivals of India continued 157.

Month/Date	Festival	Place of Celebration
June/July	*Car Festival*	At Puri in Orissa
June/July	*Teej*	Mainly in Rajasthan
July/August ..	*Naga Panchami*	Throughout India
July/August ..	*Raksha Bandhan*	Mainly in northern and western India
July/August ..	*Sravana Festival*	At Brindavan in Uttar Pradesh
August 11	*The Feast of St. Philomena*	In Mysore
August 15	*Independence Day*	Throughout India
August	*Kaveri River Festival*	In Madras
August/September ..	*Ganesha Chaturthi*	Mainly in western and southern India
August/September ..	*Onam*	In Kerala
August/September ..	*Janma Ashtami*	Throughout India
August/September ..	*Khordad Sal*	Mainly in Maharashtra
August/September ..	*Urs Shah Hamadan*	In Kashmir
August/September ..	*Sair-e-Gulfaroshan*	At Mehrauli near Delhi
August/September ..	*Ban Yatra*	In Uttar Pradesh
	*Muharram**	Throughout India
October 2	*Gandhi Jayanti*	Throughout India
September/October	*Dussehra*	Throughout India
September/October	*Velanganni Festival*	In Madras and Andhra Pradesh
	*Id-i-Milad**	Throughout India
October/November	*Diwali*	Throughout India
October/November	*Gurparb*	Throughout India
October/November	*Tikka*	In Punjab and Haryana
October/November	*Kansa ka Mela*	In Uttar Pradesh
October/November	*Ras Lila*	In Assam
October/November	*Pushkar ka Mela*	Near Ajmer in Rajasthan
	*Urs Moin-ud-Din Chishti**	At Ajmer in Rajasthan
October/November	*Dev-Diwali*	At Girnar in Gujarat
October/November	*Navaratri*	Throught India
November 14 ..	*Children's Day*	Throughout India
November/December	*Karthikai Festival*	In Madras and Andhra Pradesh
November/December	*Vaikunth Ekadashi*	In Madras and Andhra Pradesh
December 25	*Christmas*	Throughout India
	*Urs Hazrat Nizam-ud-Din**	In Delhi
December	*St. Thomas' Day*	In Madras and Andhra Pradesh
	*Fire-walking Festival**	In Madras and Andhra Pradesh

*This can occur in any month of the solar calendar.

Sources of the list of Festivals and the Figures:-

Festivals of India, published by the Director of Publication Division, Delhi-6, and printed by the Manager, Government of India Press, Faridabad, India, rev. ed., January 1968 (Pausa 1889).

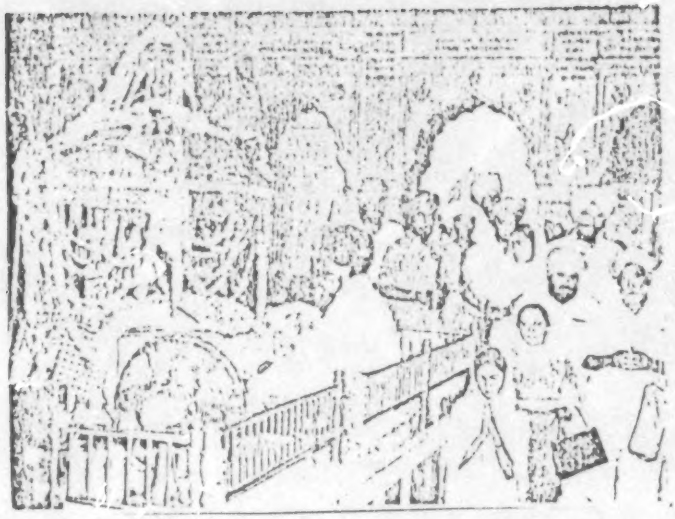


Sair-e-Gulfaroshan - huge fans decorated with flowers are carried through the streets of Mehrauli near Delhi.

A procession of fire-walkers is led by the Chief Priest carrying the image of the village goddess during the fire-walking festival in a South Indian village.

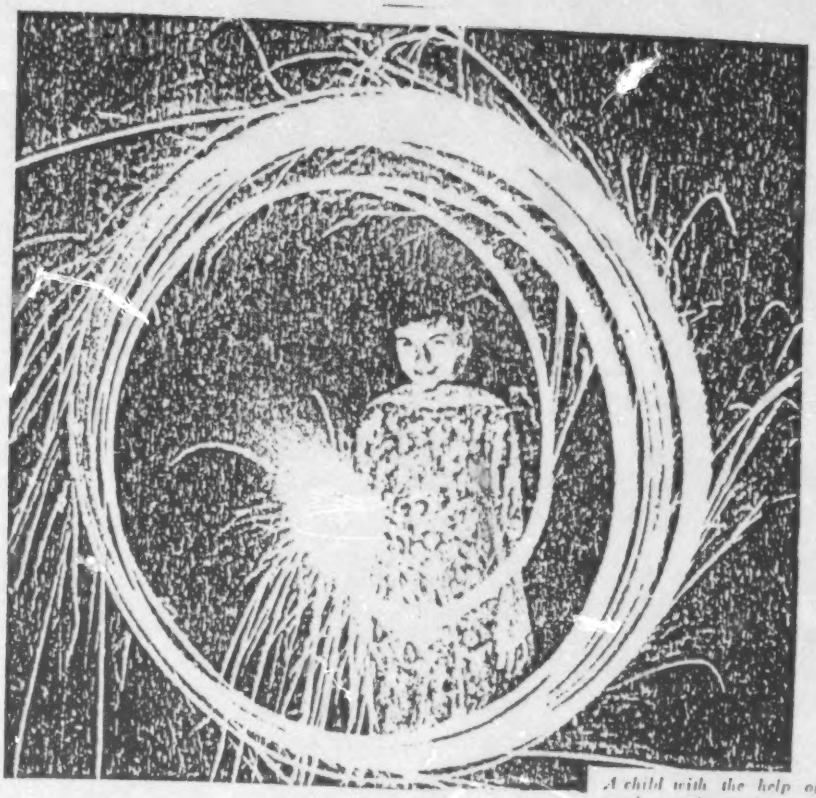
After Id prayers in a Delhi masque, members of the congregation greet one another with traditional embrace

Midnight service in a Delhi Church on Christmas eve



. Sikhs congregate in a Delhi Gurdwara to celebrate Gurpurb, the birth anniversary of Guru Gobind Singh.

The gay Rajasthani festival of Teej is celebrated with a song and a swing.



A child with the help of a cracker produces this beautiful pattern during Diwali, the festival of light.

An image of Durga being prepared for immersion. Durga worship is a part of Dussehra celebrations.

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